

Term 1

New Hello!

English for Preparatory Schools

Year Three

Student's Book

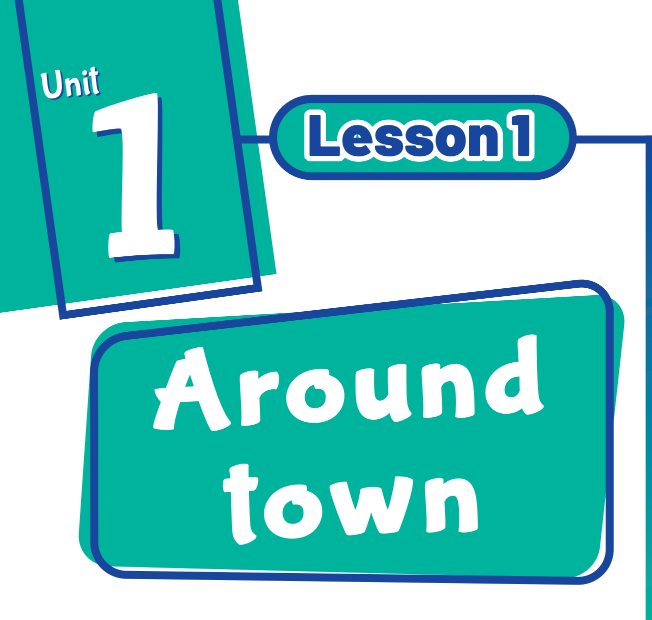
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and Julie Penn

Scope and sequence

Module 1: Where I live

Skills	Language	Life Skills, Values and Issues
1 Around town		Page 2
Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend **Writing:** A fact file; a paragraph about your city; a reply to an email; a text invite **Listening:** Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out **Speaking:** Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions	**Prepositions of time and place (revision)** *On Friday afternoon, I often go to Lake Timsah.* *I have tennis lessons at the sports centre at 9 am.* **The present simple for scheduled events** *What time does the exhibition start?* *The first metro train leaves at 8.20.* *The film starts at nine o'clock.*	**Life Skills:** Decision making; respect for diversity **Issues**: Citizenship: loyalty
2 Let's go shopping		Page 12
Reading: An online support message; an advert for handicrafts; online reviews **Writing:** Emails asking for and giving information about handicrafts; an online review **Listening:** A radio advert; a conversation in a shop; a phone call making a complaint **Speaking:** Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint	**The comparative and superlative (revision)** *Televisions are more expensive than kettles.* *The most useful thing in my kitchen is the fridge.* *It is better to buy clothes in shops than online.* ***both, either, neither*** *I want to buy both a drink and a snack.* *We can get either a free speaker or a free film.* *Neither Fares nor Imad can come to the beach.*	**Life Skills**: Self-management: keeping calm **Values:** Self-esteem: independence **Issues:** Citizenship: awareness of rights
3 My community		Page 22
Reading: An article about a plan to help people; a community social network page; *David Copperfield*; an online message about a community project **Writing:** An article about how to help people; a social network message about a community problem; a survey about your community **Listening:** A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other **Speaking:** Describing communities and community problems; using formal and informal introductions and greetings	**Present continuous for future plans and arrangements (revision)** *We're starting a project next month.* *They're discussing this problem at the next community meeting.* ***Going to* for future plans and intentions (revision)** *We're going to start our own social network service.* *The street is going to be closed on Saturday.* **Adjectives ending in *–ing* or *-ed*** *The handball match was exciting.* *I am excited to watch the match.*	**Life Skills:** Respect for diversity; participation; responsible behaviour **Values:** Coexistence: acceptance of others; participation; respect **Issues:** Citizenship: loyalty and belonging; Issues of globalisation: digital citizenship; Non-discrimination issues: discrimination against the elderly, women, children and people with special needs
Review A Revision of Units 1–3		Page 32

	Skills	Language	Life Skills, Values and Issues
Module 2: Young people	**4 Have you ever travelled by plane?**		Page 34
	Reading: A report about experiences; texts about life experiences; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn;* a text about someone's life **Writing:** A story about something that happened in your life; a timeline of a person's life events; a biography of a person **Listening:** An interview about someone's life; an account of something bad that happened to someone **Speaking:** Talking about experiences; asking and answering questions about experiences; telling a story	**The past simple (revision)** *Last year, I visited Cairo.* *We moved to the city three years ago.* **The present perfect with *ever* or *never*** *Have you ever been to a football match?* *They have never travelled by a plane.* **The present perfect with *for* and *since*** *We've been married for over 50 years.* *They've known each other for a long time.*	**Life Skills:** Communication **Values:** Work ethics **Issues:** National unity
	5 Young role models		Page 44
	Reading: A text about a business person; a biography of a friend; an article about a sports tournament; a biography of a tennis player **Writing:** A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model **Listening:** A conversation about a role model; an interview with an inventor; a conversation sharing good news **Speaking:** Discussing jobs; talking about sports tournaments; responding to good news	**The past simple and the present perfect (revision)** *Sami passed his exams last week.* *I have visited lots of interesting cities in my country.* **The present perfect with *yet* and *already*** *She hasn't been to another country yet.* *Has she learnt a musical instrument yet?* *She's played in two concerts already.*	**Life Skills:** Respect for diversity **Values:** Transparency and honesty: safely give and receive feedback **Issues:** Issues of globalisation: leading role models
	6 What's wrong?		Page 54
	Reading: An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem **Writing:** A response to a blog; a paragraph about ways to relax; an email of apology; an email suggesting how to help a friend; a poster helping people with mental health issues **Listening:** A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems **Speaking:** Discussing teenage worries; showing that you are listening; suggesting solutions to problems	***must / mustn't; have to / don't have to; should / shouldn't; might* (revision)** *Friends must keep secrets.* *I have to be good at science subjects.* *You don't have to see this as a negative thing.* *You should talk to them.* *They might be more understanding than you think.* ***had to / didn't have to; was / wasn't able to; could / couldn't*** *I had to tell my parents. I didn't have to do what my friends suggested.* *I was able to say sorry to Fawzi.* *They couldn't understand why I did it.*	**Life Skills:** Empathy **Values:** Objectivity: good listening to others; Self-esteem and coexistence **Issues:** Health and population issues: therapeutic health, preventative health
	Review B Revision of Units 4–6		Page 64



Reading: A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend

Writing: A fact file; a paragraph about your city; a reply to an email; a text invite

Listening: Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out

Speaking: Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions

Language: The present simple for scheduled events

Life Skills: Decision making; respect for diversity

Discuss

1 Read where some places are. Can you find which places they are on the map?

1. It's next to the market.
2. It's opposite the library.
3. It's on the corner of the botanical gardens.
4. It's between the museum and the restaurant.
5. It's next to the library and opposite the aquarium.

Find

Look through the unit. How many people live in Ismailia?



Research

Find out some facts about an aquarium or botanical gardens in Egypt.

Listening

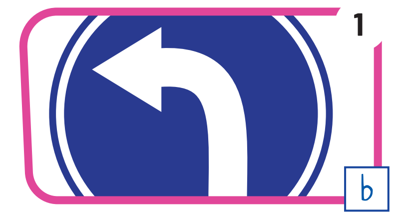
1 Dalia wants to go to the library. Listen and order the phrases her friend Mona uses to give her directions from the station.

a ☐ turn right
b ☐ turn left
c [1] go straight on
d ☐ walk past the ...
e ☐ take the second road on the right
f ☐ it's on the corner



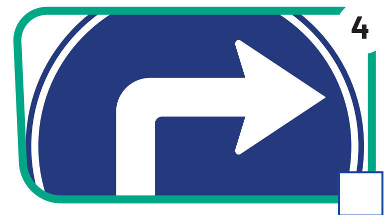

Language

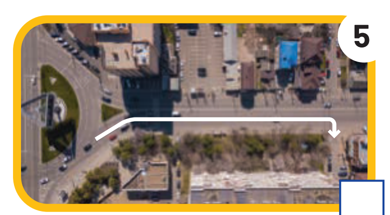
2 Match the phrases from Exercise 1 to the pictures.

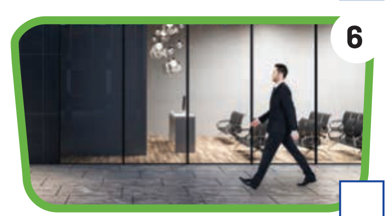

1 [b]


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐

3 Look at the map on page 2. Samir is at the sports centre. He wants to go to the museum. Complete the directions, then listen and check.

1 From the sports centre, go straight on for about 20 metres.
2 Then take the first road on the ....
3 Go past the botanical gardens and the aquarium and then turn ....
4 Go past the restaurant and the library. The museum is on the ...., on the left.

Speaking

4 Work in pairs. Take turns at giving directions to these places.

1 from the station to the market
2 from the café to the aquarium
3 from the library to the sports centre
4 from the bank to the station





For more practice, go to the Ministry of Education website.

1 Lesson 2

Reading

1 Read about Ismailia and put the photos in the correct order.







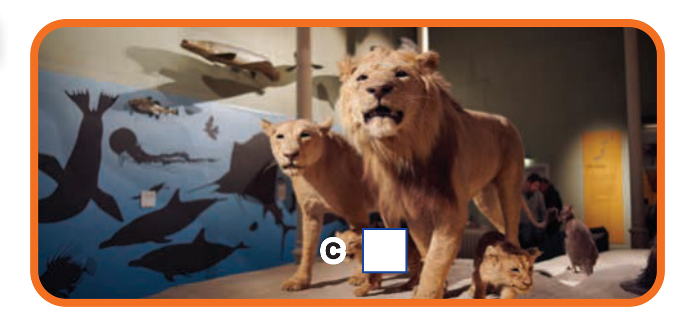
I am Sherif and I live in Ismailia, which is between Port Said and Suez. The Suez Canal runs through the city before it reaches the sea.

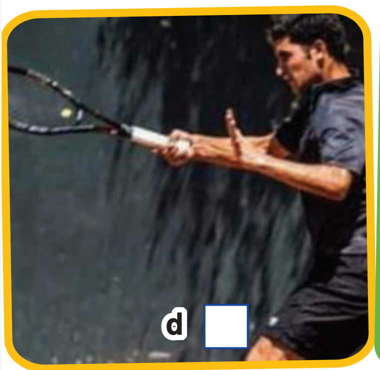
Ismailia is beautiful. There are attractive buildings, interesting **monuments** and lots of gardens. Around 350,000 people live here, but since **traffic** is slow, there isn't much pollution.

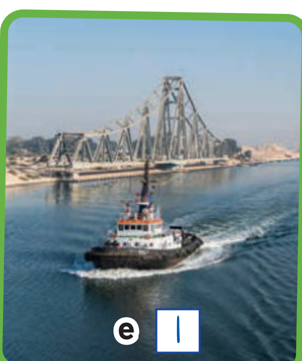
Ismailia is **peaceful**, but it isn't boring! There are lots of things to do here, **especially** at the weekends. On Friday afternoons, I often go to Lake Timsah , which is near the city, with my family. It's a beautiful lake with beaches around it.

On Saturday mornings, I have tennis lessons at the sports centre at 9 am. Sometimes I go swimming in the afternoon with my friend, Sayed.

There are some interesting museums in Ismailia! My favourite is the Natural Science Museum because I'm interested in animals. It's a good place to go at the weekend.







2 Read the text again and complete the fact file about Ismailia.

Fact File	Ismailia
Where:	1 between Port Said and ....
What it looks like:	2 .... buildings
	3 .... monuments
How many people:	4 ....
Places to visit in city:	5 ...., ..., ...
Sports:	6 ...., ...
Places to visit near city:	7 ....

Remember!

New words are in **bold**. You can check the meaning in the glossary or your dictionary.

Writing and speaking

3 Work in pairs. Compare Ismailia with your village or city.





Ismailia has interesting monuments. My city has lots of interesting monuments, too.

4 Now complete a fact file for your city or village in your notebook.

Language



Remember!

- Use prepositions of time to say when you do things.
  On Friday afternoons, I often go to Lake Timsah.
  I have tennis lessons at the sports centre **at** 9 am.
  It's a good place to go **at** the weekend.
  Sometimes I go swimming **in** the afternoon.

5 Complete the sentences with the correct preposition.

1 I always go to the park ...on... Saturday mornings.

2 We have English .... 10 am on Thursdays.

3 Nagwa usually visits her grandparents .... the weekend.

4 We walk to school .... the morning, but we come home by bus.

5 Are you going to the museum .... Friday?

6 Fady goes shopping .... the afternoon.

Listening

6 Listen to Nader and Judy talking about where they live. Are these sentences *True* (T) or *False* (F)? Correct the false sentences.

1 All of the buildings in Nader's city are old. F, it's a modern city, too.

2 Nader likes watching fish at the aquarium. ....

3 Judy likes going to a famous shop in her city. ....

4 There is a botanical garden and a nature reserve in Judy's city. ....

5 Nader and Judy think that there is not much to do in their cities. ....

7 Listen again and complete the sentences.

aquarium botanical gardens ~~Friday afternoons~~ in mornings Saturdays

1 Nader usually goes to the park on Friday afternoons.

2 Sometimes, Nader goes to the museum or the ....

3 On ...., he visits his grandparents.

4 Judy sometimes goes shopping on Friday ....

5 She likes visiting the .... and the nature reserve.

6 Judy goes to the sports centre .... the afternoon on Saturdays.

Writing

8 Write a paragraph of about 100 words about your city.

- Write what you do at the weekend and at what times.



For more practice, go to the Ministry of Education website.

1 Lesson 3

Reading

1 Look at the information in the poster and metro map on the phone. Match to make sentences.

1 ☐ The exhibition a shows how to travel by metro.
2 ☐ The map b is at the Science Museum.





2 Look at the information again and answer the questions.

1 Where is the Space Exhibition? It's at the Science Museum.
2 When is the exhibition? ....
3 Which metro station do they need to go to? ....
4 How long does the journey take to get to the museum by metro? ....
5 How many stops are there by metro? ....

3 Khaled is going to the Space Exhibition from City University. Use the information from Exercise 1 to complete the chat with Fawzi.

Khaled: Hi Fawzi. Would you like to come to the Space Exhibition tomorrow? My dad is taking me

Fawzi: Yes, please! What time does it start?

Khaled: It starts at [1] 9.30. We're going by metro.

Fawzi: Which train shall we get?

Khaled: The first metro train leaves at 8.20 and arrives at [2] ....

Fawzi: That's an hour before the exhibition starts!

Khaled: Perhaps we can leave later.

Fawzi: What time does the exhibition finish?

Khaled: It finishes at [3] ....

Fawzi: OK. Can we get a train in the afternoon to get back?

Khaled: Yes, one leaves at 1.15 pm and arrives at [4] ....

Fawzi: Great! Let's take that.

Language

4 Complete the questions and sentences with the present simple form of the verbs in the box.

arrive	end	leave	open	~~start~~

1 What time does the lesson start?
2 The library .... at 8.30 in the morning.
3 The train to Port Said .... this station at 3.15.
4 The film hasn't finished. It .... at nine o'clock.
5 When .... this plane .... in Cairo?

Present simple for scheduled events

Use the present simple to talk about scheduled events.

What time **does** the exhibition **start**? It **starts** at 9.30.

The first metro train **leaves** at 8.20.

5 Imagine that you are in Cairo. Look at the timetables and answer the questions.

Cairo to Alexandria	
Cairo	11.30
Tanta	13.00
Alexandria	14.30

Cairo to Aswan	
Cairo	9.15
Asyut	13.30
Luxor	18.45
Aswan	22.45

Train	Platform
Alexandria	7
Suez	8
Aswan	6
Port Said	2

1 You want to go to Alexandria. What time does the train leave? 11.30
2 Which platform should you go to? ....
3 You want to go to Aswan. What time does the train leave? ....
4 What time does it arrive in Aswan? ....
5 You want to go to Luxor. Do you need the Alexandria train or the Aswan train? ....
6 How long does the journey take to Luxor? ....
7 To travel to Luxor, which platform should you go to? ....

Listening

6 Listen to Nadia and her mother. Where are they?

7 Listen again and answer the questions.

1 Where do Nadia and her mother want to go to? Tanta
2 What time does the train leave? ....
3 What time does it arrive? ....
4 What is the last station that the train goes to? ....
5 Which platform does it leave from? ....

Writing

8 Nadia gets the text message below from her friend Amira. Write a reply using the information from Exercise 7.

Hi! I'm looking forward to seeing you later! What time does your train leave? When do you arrive in Tanta?



For more practice, go to the Ministry of Education website.

1

Lesson 4

Speaking

1 Look at the photos. Which of these types of transport do you use? When do you use them?



Reading

2 Read the texts and answer the questions.

I love travelling by train because it's interesting to look out of the window. In one journey, you can see **ferries** crossing the Nile, green **valleys**, peaceful villages and busy cities. Trains are often fast and **comfortable**, too. Egypt has the oldest railway in Africa. More than 800 million **passengers** travel by train in Egypt every year on 5,000 kilometres of railway! I take the train when I visit my grandparents in Edfu. It's my favourite journey.

Riham

Lots of people in Alexandria use the **tram** to travel around the city. It's a great way to travel! It's easy to use and it isn't expensive. Trams are **electric**, so they are better for the environment than other types of transport. Some of the trams in Alexandria are unusual: they have two **floors!** I like sitting at the top and watching the streets below.

Hana

1 What does Riham like doing on the train? She likes looking out of the window.
2 How many passengers travel by train every year in Egypt? ....
3 Who does Riham visit by train? ....
4 How does Hana like to travel around the city? ....
5 What type of energy do trams use? ....
6 What is special about some of the trams in Alexandria? ....

3 Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them. Can you add any words?

1 fast train
2 comfortable ....
3 easy to use ....
4 interesting ....
5 good for the environment ....

Speaking

4 Discuss this question in pairs.

Which way do you like to travel? Why?

I like the train because it's comfortable and it isn't expensive.

I prefer the tram. It's more fun!







For more practice, go to the Ministry of Education website.

Listening

1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?

2 Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.

1 **(Would) / Do** you like to meet up tomorrow?
2 **I'm / I'm not** sure.
3 **Could / Shall** we go to the park, then?
4 I **prefer / 'd prefer** to go somewhere indoors.
5 **How / What** about the museum?
6 It **could / would** be nice to play a computer game.
7 Why **don't you come / are you coming** to my house?
8 That sounds like a great idea. I'd **love / want** to!





3 Look at the phrases in Exercise 2 and answer the questions.

1 Which phrase do we use to agree with a suggestion? ....
2 Which phrase do we use to disagree politely? ....
3 Which phrase do we use to describe something you like more? ....
4 Which phrases do we use to make suggestions? ....



Speaking

4 Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.









Student A: Invite Student B to do something. Suggest two activities.

Student B: Listen and reply to Student A's suggestions. Suggest a third activity.

Student A: Listen to Student B's suggestion and give an answer.

Life Skills

Sometimes other people prefer to do different things from you. Remember to think about their opinions and feelings before you make a final decision together.

For more practice, go to the Ministry of Education website.

1

Lesson 6

Reading

1 Look at the brochure and find the following information.

1 Two reasons the garden is important It protects important plants and trees. ....

2 Two facts about history ....

3 The address of the park ....



Visit El-Orman Garden!

- Learn about how Khedive Ismail asked a famous French gardener to plant a forest in the nineteenth **century**
- Find out how the Orman Garden became famous in 1910
- Learn how the garden protects many important plants and trees
- See plants, trees and flowers that grow nowhere else in Egypt
- Location: El-Dokki Street, Giza

2 Read the email from Reem. What is Reem sending to Azza?

 New message    

Hi Azza

I'm looking forward to our trip to El-Orman Garden! The garden opens at 9 am, and it takes about an hour to get there by car. What time shall we come to get you?

The online reviews are fantastic. The garden is very big and there's lots to see. Make sure that you wear comfortable shoes!

I'm sending you a map of the garden. You can see wild flowers and plants from all over the country. There is also a small lake and a museum. What would you like to see first?

We could bring some food with us or we could go to a nearby café for lunch. What would you prefer? There is also a lovely shop near the garden that sells **pottery** and **jewellery**!

See you Saturday,

Reem

3 Read the email again and answer the questions.

1 What time does the Orman Garden open?
It opens at 9 am. ....

2 How long does it take to get to the Orman Garden?
....

3 Why should Azza wear comfortable shoes? ....

4 What can Azza do if she doesn't want to eat at a café?
....

5 What can Reem buy at a nearby shop? ....

6 What day are they going? ....

Writing

4 Write Azza's reply to Reem's email.

Remember!

- Start and end your email correctly.
- Answer Reem's three questions.
- Check your work for correct spelling and punctuation.

Video

For more practice, go to the Ministry of Education website.



Review

1 Match the words to the photos.

exhibition ferry ~~metro~~ platform tram



1 metro

2 ....

3 ....

4 ....



5 ....

2 Look at the map. Where do these directions take you?

1 From the botanical gardens, go straight on. Walk past the shopping centre and take the second road on the right. It's next to the restaurant. ....

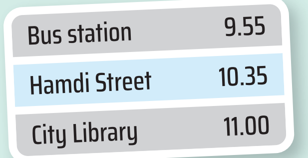
2 From the station, turn right. Walk past the bank and then turn left. It's next to the museum. ....



3 Work in pairs. Take turns to choose two places on the map. Ask your partner for directions between them.

Writing

4 Look at the bus timetable and advert. Write an email inviting a friend to the exhibition with you and your family.



Bus station	9.55
Hamdi Street	10.35
City Library	11.00

Remember to:

- say what time it starts and who you are going with
- suggest a place to meet
- say what time the bus leaves
- say what time the bus arrives

City Library

True Stories exhibition

11.30 am – 1.30 pm



For more practice, go to the Ministry of Education website.

Unit 2

Lesson 1

Let's go shopping

Reading: An online support message; an advert for handicrafts; online reviews
Writing: Emails asking for and giving information about handicrafts; an online review
Listening: A radio advert; a conversation in a shop; a phone call making a complaint
Speaking: Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint
Language: *both/and, either/or, neither/nor, none*
Life skills: Self-management: keeping calm;
Critical thinking: evaluating the pros and cons of online shopping

Discuss

1 Can you match the items in the photos to their names?

coffee machine   kettle   laptop   television

2 Which advert is from ... a poster? ☐ a magazine? ☐ a website? ☐ an email? ☐

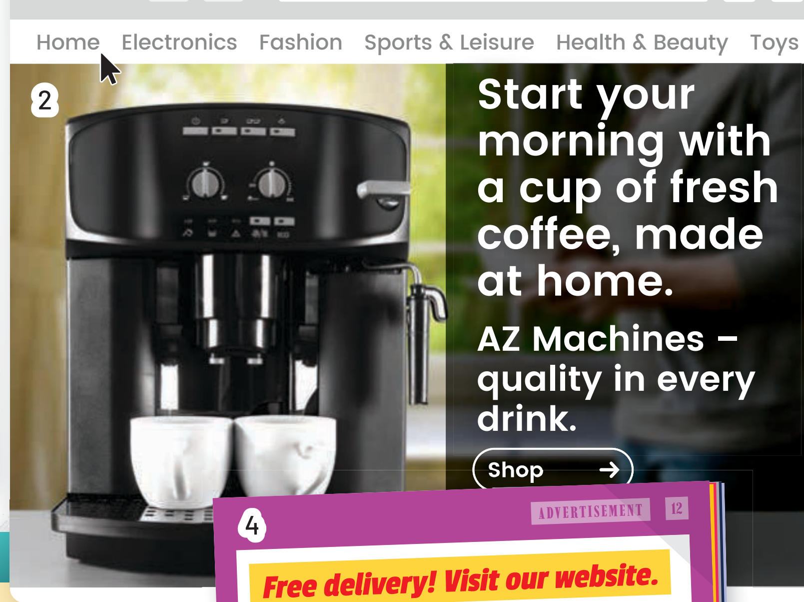
Find

Look through the unit. What does it say about the leather industry?

1



Special offer - 25% discount on everything!

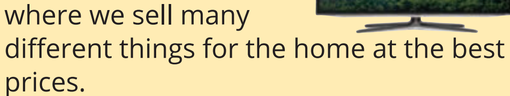


New message

Deal of the day!

3

Visit our new, bigger and better city centre shop where we sell many different things for the home at the best prices.



Ask us about our special **deal** of the day.

4



Free delivery! Visit our website.





Research

Ask the people in your class what their favourite shop is and why.

Speaking

1 Work in a group. Discuss the questions.

1 Which items from page 12 do you have in your house?

2 Which of the items do you think:

- is the nicest to look at?
- is the most useful?
- is the most expensive?
- is the least expensive?

3 Tell your partner about the last thing that you bought. Was it on special offer?

4 Do you normally buy things that are at the usual price, or wait for deals or discounts?

Language

Remember!

- Use the adjective + **er** / **r** / **ier** with short adjectives (e.g. cheap**er** / nic**er** / eas**ier**) and use **more** / **less** + adjective for longer adjectives (e.g. **more** / **less** useful) to compare two things.
- Use **the** + adjective + **est** / **st** / **iest** with short adjectives (e.g**. the** cheap**est** / nic**est** / eas**iest**) and use **the** + **most** / **least** + adjective (**the most** / **least** expensive) for longer adjectives to compare more than two things.
- Be careful - some adjectives are irregular!
  good / better / the best   bad / worse / the worst

2 Complete the sentences with the correct form of the adjective in brackets.

1 Televisions are more expensive (expensive) than kettles.

2 .... (useful) thing in my kitchen is the fridge.

3 Kettles are .... (expensive) than computers.

4 It is .... (easy) to shop online now than before.

5 It is .... (good) to buy clothes in shops than online.

6 .... (busy) shop in my town is the supermarket.

Listening



a ☐ b ☐ c ☐



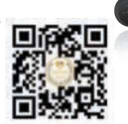
3 Listen to the radio advert. Tick (✓) what it is advertising.

4 Listen again. Complete the information.

1 Most popular colour: ....

2 Other colours: ....

3 Price: ....



For more practice, go to the Ministry of Education website.

2 Lesson 2

Listening

1 Look at the advert and discuss the questions in pairs.

1. What is the difference between a smart TV and other TVs?
2. What do we use speakers for?

2 Listen to the conversation in a shop. What type of TV does the man want?

3 Listen again and circle the correct words.

1. The TV the man likes **is new in the shop / has a big discount.**
2. The TV the man likes is **8,000 LE / 6,000 LE.**
3. The man chooses to get a **free films deal / free speaker.**
4. The man wants a TV for his **bedroom / living room.**

Best prices on all TVs and speakers. You can buy the latest smart TVs today!



4 Complete the sentences from the listening with the present simple or continuous form of the verbs from the box.

be	be	~~look~~	need	not have	offer

1. I 'm looking for a new TV. ....C....
2. How much .... the bigger one? ....
3. It .... a discount. ....
4. .... that your best price? ....
5. I .... a deal today. ....
6. I .... a new speaker. ....

5 Who said the sentences in Exercise 4? Write C for the customer and SA for the shop assistant. Listen again and check your answers.

Speaking

6 Work in pairs.

Student A: You are a customer. Tell the shop assistant what you want to buy from the adverts and ask for information.

Student B: You are a shop assistant. Ask the customer what they want to buy. Give them information about the item. Tell them about any special offers.



smart speaker



microwave



laptop computer

Language

7 Complete the sentences from the conversation in the shop with *both ... (and), either ... (or)* or *neither ... (nor).* Then listen and check.

1 Both of these TVs have a big discount.
2 .... of these TVs is smart.
3 You can get .... a free speaker .... get a free films deal with that one.

both, either, neither, none

- Use *both ... (and)* to mean this thing and another thing.
  Both the laptop **and** the microwave are in the sale.
  Both of the sisters are good at maths.
- Use *either ... (or)* to mean this thing or another thing.
  You can choose **either** soup **or** salad with your meal.
- Use *neither ... (nor)* to mean not this thing or another thing.
  Neither of those necklaces is cheap.
- **Neither** the smart TV **nor** the large TV suits the customer.
- Use *none* to mean no one or no item.
  None of us wants to buy these phones.
  None of them works.

Speaking

8 Look at the survey. Complete the first column in the table with your answers.

	1 You	2 Name:	3 Name:
1 go shopping every day?			
2 like buying clothes?			
3 ever shop online?			
4 often buy things on special offer?			
5 like shopping at the market?			
6 spend much money on snacks?			

9 Work in a group of three. Ask the people in your group questions using *either* to complete columns 2 and 3.

Do either of you go shopping every day?

No, I don't. I go once a week.

Writing

10 Write sentences in your notebook about the information in the survey using *both, neither,* or *none of ... .*

Both Nessma and I like shopping at the market.
Neither Sami nor Kamal ever shops online.
None of my friends goes shopping every day.

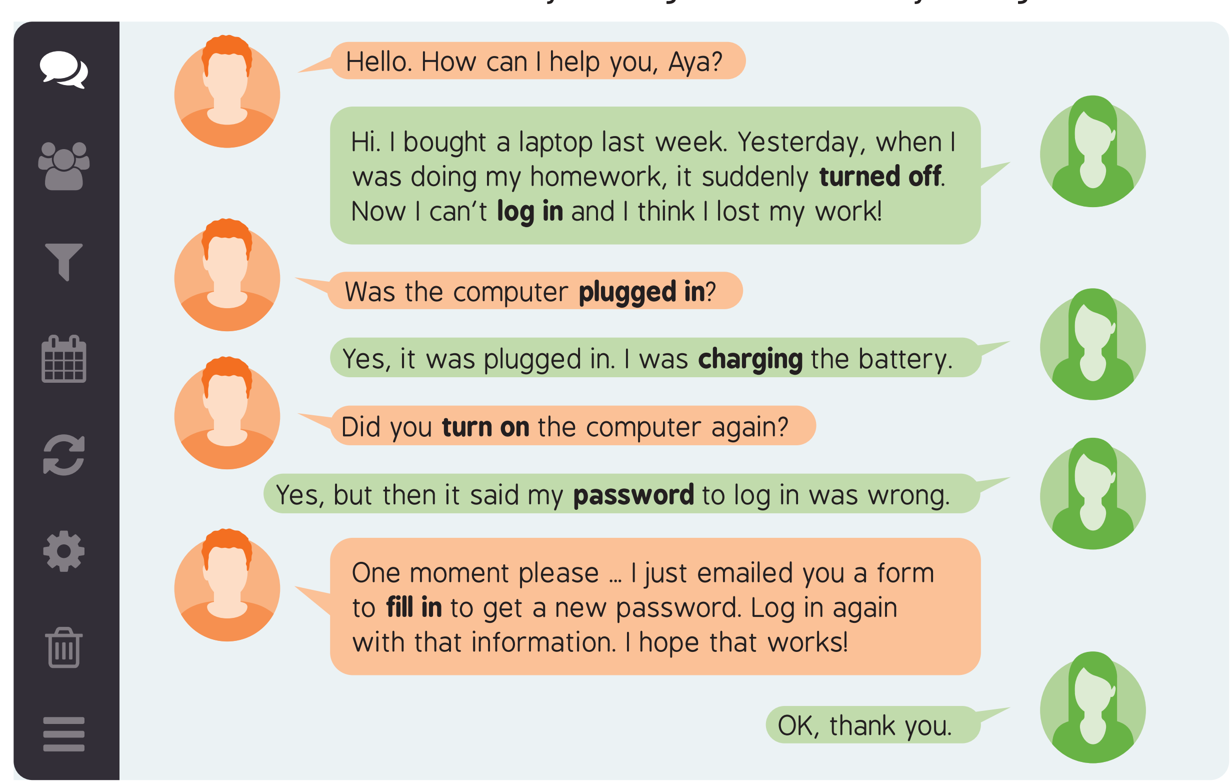


For more practice, go to the Ministry of Education website.

2 Lesson 3

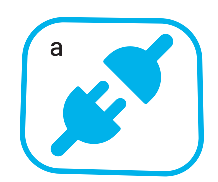
Reading

1 Read the conversation below. Who is Aya talking to? What are they talking about?



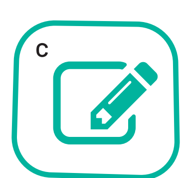
2 Match the verbs from the conversation to the pictures. Listen and check.

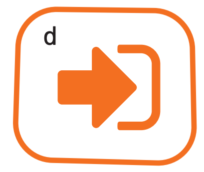
1 [d] log in
2 [ ] fill in
3 [ ] plug in
4 [ ] turn off
5 [ ] turn on





Power off







Restart

3 Read the conversation again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Aya finished her homework yesterday. F, she thinks she lost her work.
2 The computer doesn't charge. ....
3 Aya can turn the computer on. ....
4 Aya can't remember her password. ....
5 The assistant sent Aya a form. ....





Language

4 Look at the pictures. Complete the sentences using the correct past form of the verbs in brackets.






1 This morning, I went (go) to the town centre with my mum. We .... (take) the bus there and I .... (buy) a really cool new phone!

2 After that, I .... (meet) some of my friends. I .... (show) them my new phone while we .... (walk) down the road.

3 As I .... (give) my friend the phone to look at, he .... (drop) it.

4 The phone .... (break)! My friend .... (feel) very bad and I .... (be) sad.

Speaking

5 Work in pairs.

1 Don't look at the sentences in Exercise 4. Can you remember the story? Use the pictures to help you.

2 Now think of a problem that you had either with technology or with something you bought. Tell your partner about it.

I lost some homework when my computer broke!



For more practice, go to the Ministry of Education website.

2 Lesson 4 Culture

Reading

1 Read the advert for some traditional Egyptian handicrafts. Which one do you like the best?

2 Read the advert again and answer the questions.

1 Which items are made by artists near the sea? the wooden boxes

2 Which Egyptian handicrafts does the advert say are very old? ....

3 Which item comes in many colours? ....

4 Which items use a traditional style? ....

5 How can people know more about the special offers? ....

Egyptian Handicrafts

The best quality and prices!

These beautiful **wooden** boxes can be used for jewellery. They are **decorated** with **shells** in traditional designs. They are made by artists near the coast.



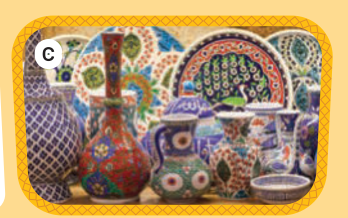
a



b

The leather industry is one of the oldest in Egypt and our bags are the best quality. The leather is very soft.

We sell many different types of pots in different colours for your home. The artists paint the pots with traditional Arabic designs.



c



d

Egypt has a long history of making beautiful carpets. These colourful, modern carpets will look amazing in any home.

Call or email us to find out about special offers.

Writing

3 Imagine that you work for a shop in another country. You want to buy some items from Egyptian handicrafts to sell. Plan an email using the following information.

- How much are they?
- How long is delivery?
- How much is delivery?
- Do you have any special offers?
- How big are they?
- What colours/sizes do you have?

4 Now complete the email below using the information from your plan.

New message

Dear Sir / Madam,

I am interested in buying some of your .... (name of item) to sell in my shop in .... (name of country). Can you tell me ....?
Also, ...?

Yours faithfully,

.... (your name)

send

5 Work in pairs. Imagine that you work for Egyptian Handicrafts. Read your partner's email and write a reply. Remember to answer their questions.

For more practice, go to the Ministry of Education website.





Listening

1 Listen to Ali calling Egyptian Handicrafts about some items he ordered. How is Ali feeling? Why?

2 Listen again. Complete the order form.

ORDER FORM

Order:	50 [1] pots
Delivery:	[2] .... days
Name:	[3] Ali ....
Order number:	[4] ....
Country:	[5] ....
Phone number:	[6] 254 ....



3 Listen again and complete the sentences.

1. I want to make a complaint.
2. What's the ....?
3. Your website .... the delivery takes five days but I'm still waiting!
4. I'm very .... about that.
5. I .... call the delivery company.
6. .... you call me back today please?

4 Look at the phrases in Exercise 3.
Which phrases do you use for:

- making a complaint? 1, ...
- answering a complaint? ...., ..., ..., ...



Life Skills

Online shopping can be done anytime, but you need to be careful where you shop from! Buy from trusted sources and make sure you read the user reviews of both the seller and the product.

Speaking

5 Work in pairs. Take turns to be A and B and use the expressions from Exercise 3.

Student A: You work for a shop. Listen to Student B. Say sorry about the problem and say what you will do.

Student B: You are the customer. Choose an item and a problem from the list. Tell Student A what the problem is and what you want them to do.

- leather bag
- microwave
- necklace
- kettle
- smart speaker

- wrong size
- wrong colour
- doesn't work
- late delivery
- wrong item

For more practice, go to the Ministry of Education website.

2 Lesson 6



Reading

1 **Work in pairs. Look quickly at the texts and answer the questions.**

1. Where would you find these texts?
2. What are they about?
3. Do the texts agree with each other? How do you know?



Great Machine!

I bought this as a present for my parents. They are very happy with it. It looks great in their kitchen and it is easy to use. It also makes a really delicious cup of coffee. The delivery was quick, too!

Don't buy this machine!

First, I waited two weeks for delivery and then when the machine arrived it was broken! It looked good but it was very noisy and the coffee was cold and horrible. I sent it back and I will buy a different one.

2 **Read the texts again. Tick (✓) if the review says something positive, put a cross (✗) if it says something negative and put (–) if it doesn't say anything.**

	Review 1	Review 2
Delivery	✓	✗
How it looks		
The coffee		
The noise		
Easy to use		

Writing

3 **Write a review of something you or your family bought online.**

1. Think of what item you could write about. It might be something for you or for the home.
2. Will your review be positive or negative? How many stars will you give it?
3. Think of a good title for your review. What is the main thing you want to tell people?
4. Write the text. Include information about the following.

- the delivery
- the price
- how it looks
- how well it works

For more practice, go to the Ministry of Education website.



Review

1 Match the words to the photographs.

~~plug in~~ microwave speaker special offer turn on password



1 plug in



2 ....



3 ....



4 ....



5 ....

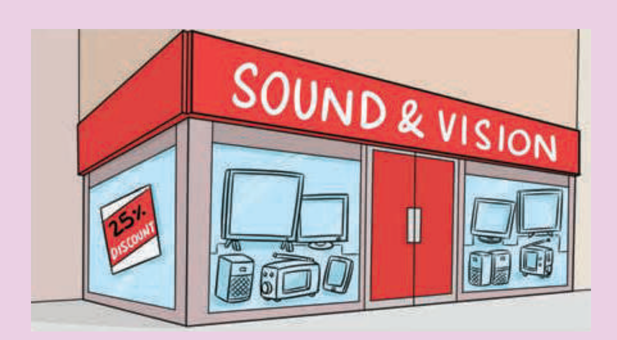


6 ....

2 Look and complete the sentences about the shops using the words in brackets.

1 (clothes) Neither Alexandria Electrics nor Sound and Vision sells clothes.
2 (special offers) Both shops ....
3 (red door) Both ....
4 (televisions) You can buy ....





3 Complete the sentences with the correct form of the verb in brackets.

Yesterday I [1] went (go) to the market and I [2] .... (buy) some new things for my bedroom. While I [3] .... (shop), I [4] .... (see) my friend Lara. She [5] .... (help) me to choose a new carpet. Today, my dad [6] .... (paint) my bedroom. Now it [7] .... (be) blue. It [8] .... (look) really good!

4 Write an online review of a jewellery box in your notebook. Use the information in the table.

Item: Jewellery box			
How it looks	**Quality**	**Price**	**Delivery time**
beautiful	very good	cheap	over two weeks

For more practice, go to the Ministry of Education website.



Lesson 1

My community



Reading: An article about a plan to help people; a community social network page; *David Copperfield*; an online message about a community project

Writing: An article about how to help people; a social network message about a community problem; a survey about your community

Listening: A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other

Speaking: Describing communities and community problems; using formal and informal introductions and greetings

Language: Adjectives ending in *-ing* or *-ed*

Life Skills: Participation: responsible behaviour; Respect for diversity

Discuss

Can you match the headings from a community survey with the photos?

What kind of community do we want to live in? Which of these are important to you?

a [2] Safe streets
b [ ] Leisure and sports activities
c [ ] Community projects and events
d [ ] Local shops and facilities
e [ ] Good transport
f [ ] Equal opportunities

Find

Look through the unit. What community project did the *Mashrou El Saada* do near Aswan?

1


2


3


4


5


6


Research

Find out about a recent or planned community project in your local area.

Listening

1 Listen to Fareed and Salah talking about the community survey. What facilities do they talk about?

2 Listen again and answer the questions.

1 Which of the people or places in the photos help the community? How? ....

2 Which of the photos shows a problem? What is it? ....









Speaking



3 Discuss the questions in small groups.

1 What do you think are the best things about your own community?

2 Are there any facilities for the elderly and disabled people?

3 Are people doing anything to improve the facilities? What?

Remember!

- Use the present continuous to talk about finished future plans (usually at a specific time or place) and arrangements.

We**'re starting** a project next month.

They**'re discussing** this problem at the next community meeting.

I like our sports facilities, but I think we could make our streets safer. I think they're going to put up new streetlights soon.







For more practice, go to the Ministry of Education website.

3

Lesson 2

Reading

1 Look at the photo of a village in Egypt. What problems do you think some of the people who live here have? Think about the following.



buildings	clean water	education
health	work	

2 Read about the Decent Life Initiative. What is it doing about the problems that you discussed in Exercise 1?

NEWS

The Decent Life Initiative



The Decent Life Initiative is an exciting plan that is really **making a difference** to about 32 million people who live in rural areas in Egypt. The initiative aims to improve the quality of **public services**. It provides more **health care**, better education and better job opportunities.

Since 2019, the Decent Life Initiative has helped people in 377 villages to have clean water. It has also helped to repair their houses and it has sent doctors to the villages to **deliver** medicine and help people who are ill. The initiative is also helping more children to have a better education by building schools in the villages. In addition, young people will be **encouraged** to find out about the interesting new businesses the Decent Life Initiative is opening, which can give them work.

The Decent Life Initiative will continue to help people in different places around the country. It plans to help to find work for more than five million young people.

3 Look at the words in bold in the text. Match the words and phrases and the definitions.

1 tried to make people do something ....

3 take a letter or an object to a place or building ....

3 having a good effect on a person, place or situation ....

4 services, such as electricity or water, to help the members of a community ....

5 Looking after people's health ....

4 Read the article again and answer the questions.

1. How many people has the Decent Life Initiative made a difference to? About 32 million people
2. What services does the Initiative provide? ....
3. What are doctors doing to help people? ....
4. What should interest young people? ....
5. What is the Initiative planning to do in the future? ....

Language

Adjectives ending in *-ing* or *-ed*

Adjectives ending in *-ing* or *-ed*

- Use adjectives ending in *-ing* to describe a noun. Use adjectives ending in *-ed* to describe a feeling.

The plan is **exciting**.	Villages are **excited** to hear about the plan.
The new businesses are **interesting**.	Young people will be **interested** in the new businesses.
Five million new jobs is an **amazing** achievement!	We were **amazed** to hear how many people it is helping.

5 Complete the sentences with the correct form of the adjective using the words in brackets.

1. I was disappointed to hear that the community centre was closing. (disappoint)
2. I did well in my exams. I was really .... because I found the questions difficult. (surprise)
3. I was .... by the number of people who came to the festival. (amaze)
4. 'That is a very .... building,' said the architect. (interest)
5. The book was really .... and I didn't even finish reading it. (bore)
6. We were all very .... when we heard about our next class trip. (excite)

Speaking



6 Discuss the questions in pairs.

1. What things could you do to make a difference to poor people in your community?
2. How could you do this?

Writing

7 Plan for a short article for a website about what you can do to help people in your community.

Include the following information:

- Why some people need help
- Any interesting or exciting ideas that you have to help them
- Why these ideas could make a difference to them



For more practice, go to the Ministry of Education website.

3 **Lesson 3**



Speaking

1 Discuss the questions in pairs.

1. Do you communicate with other people in your community?
2. If you could communicate with others, which of the following forms of communication could you use? Why?

- meetings
- a local newspaper
- a community centre noticeboard
- a social network service
- posters
- **leaflets**
- a local radio station

Listening

2 Listen to people at a community meeting. Which of the forms of communication in Exercise 1 do they talk about? Why?

Reading

3 Read the social network service page. Which of the messages are asking for help?



- Home
- Map
- Topics
- For sale 85
- Services and facilities
- Projects New
- Events
- Lost and found
- Charities and help
- General

The kindness of strangers
Thanks to the kind person who helped my elderly neighbour last week. He felt unwell, and someone kindly helped him to a **bench** to sit on for a rest.

We need more trees!
A few of us are going to plant some trees along the streets. It will help with pollution and also encourage more visitors to our town. Who is interested in joining our project?

Computer repairs
Hi neighbours – I have experience in repairing computers and mobile phones. Give me a call if you need help!

Let's help those in need!
Please donate food to people who don't have enough. Volunteers are also wanted to help deliver boxes.

Art class
The community centre is going to be closed on Saturday next week, from 4 pm – 7 pm, for an art class.

Graffiti
I was disappointed to see the **graffiti** on the walls of the town hall. This is a historic building! What are we going to do about it?





4 **Read the social network service page again. Find the heading that is an example of the following.**

1 a local business Computer repairs
2 a community project ....
3 an event ....
4 a problem ....
5 a charity ....
6 a message of thanks ....

Life Skills

Try to help people in your community and remember to respect those who are different from us.

Vocabulary

5 **Complete the sentences with the words in bold from the text in Exercise 3.**

1 I'll always remember the .... people showed me when I first moved to this country.
2 We're going to paint the walls, which are covered in .... and old posters.
3 The park is a pleasant place. I like to sit on a .... and relax.

Language



Remember!

- Use *be going to* for future plans, decisions and intentions.
  We**'re going to** start our own social network service.
  The street **is going to** be closed on Saturday.
  What **are** we **going to** do about it?

Speaking

6 **Work in pairs. Choose one of the following community problems.**

- Too much traffic near the school
- Noisy neighbours
- No facilities for disabled people
- Not enough leisure activities for young people
- Graffiti on the walls of historic buildings

1 What are you going to do to improve the situation you chose?
2 How are you going to encourage people to help you do this?





For more practice, go to the Ministry of Education website.

3 Lesson 4

Reading

1 Ask and answer the questions in pairs.

1. Charles Dickens wrote *David Copperfield* in 1849. What do you think life was like for poor people at this time?
2. What do you think poor children who could not go to school did?

2 Read and check your answers to Exercise 1.



David Copperfield

by Charles Dickens

I was working in the factory when one day, my manager **greeted** me.

'You have a visitor,' he said, 'This is Mr Micawber.'

'Pleased to meet you, David,' said the man. 'I'd like you to be my **lodger**.'

He took me to his house after work. It was as poor and old as he was. He lived there with his thin wife, their baby and two small children.

'I never thought that we'd need a lodger,' said Mrs Micawber. 'But we don't have enough money, you see.'

I was ten years old and I had no help from my family, but my money from the factory **paid** for my food and room.

The Micawbers were very kind, but they were even poorer than me. One day, Mrs Micawber said, 'We have nothing to eat in the house!'

I tried to give her some money.

'I can't take this,' she said. 'But we have some things that we can sell. Can you help us?'

So I sold some of their old books and furniture. I gave the money to Mrs Micawber, and she was able to cook us all a healthy meal.

3 Read the story again. Find a sentence from the story that shows that:

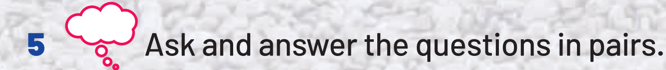
1. Mr Micawber did not know David. 'Pleased to meet you, David,' said the man.
2. Mr Micawber was not very young or rich. ....
3. Life was difficult for David. ....
4. Mrs Micawber did not want to take money from David. ....
5. David helped Mrs Micawber and her family. ....



4 Choose the best meaning for the words in bold from the story.

1. greeted: **hit / was kind to / said hello**
2. lodger: someone who pays to **live / work / study** in another person's house
3. paid: gave money for work someone has **done / cooked / showed**

Speaking



5 Ask and answer the questions in pairs.

1. Why did the Micawbers want David to be their lodger?
2. In what ways did people in David's community help each other?

For more practice, go to the Ministry of Education website.

Speaking

1 Discuss these questions in pairs.

1. In *David Copperfield*, how did the manager introduce Mr Micawber to David?
2. How did Mr Micawber greet David?
3. Was it an informal or formal situation? Give reasons for your answer.

2 Look at the greetings and introductions below. Write if they are formal (F) or informal (I) (some can be both)

1 [I] Hi there John! Meet Joe.

2 [ ] Hello, Mr Reda. Have you met Mr Shaker?

3 [ ] It's a pleasure to meet you.

4 [ ] Adam, meet Omar.

5 [ ] I'd like you to meet my friend, Randa.

6 [ ] I'd like to introduce myself.

7 [ ] Nice to meet you.

8 [ ] Pleased to meet you, too.

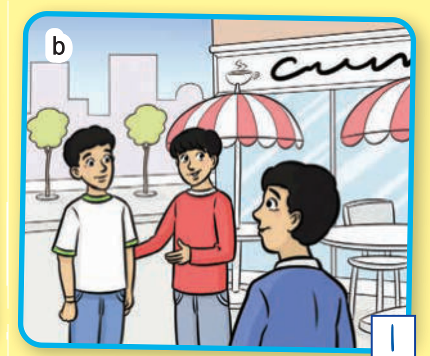
9 [ ] Have you been introduced to my mother?

Listening

3 Listen and match the conversations 1–3 with the pictures a–c.

a

[ ]

b

[I]

c

[ ]

Speaking

4 Work in groups of three. Use suitable formal or informal greetings and introductions.

Student A: You are with your cousin. You meet a friend of yours who doesn't know your cousin.

Student B: It is your first day as a volunteer at a community project. Introduce yourself to another volunteer student and an adult working there.

Student C: You are with your parents when you meet a friend. Introduce your friend to your parents.

Remember!

- Use **formal** language with people you don't know.
- Use **informal** language with family and friends.

For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 **Look at the photo of a community painting project and discuss the questions in pairs.**

1 Why do you think they painted the house like this?

2 How do you think people felt while they worked on this project? Why?

2 **Read the message in the social network service page, and answer the questions.**

1 Where is the writer sending the message to?
To a community network page.

2 What is the problem with the library?
....

3 What is the writer going to do?
....

4 Were your answers to Exercise 1 question 1 correct? ....

3 **Complete the table with the expressions in red from the message that the writer uses to do the following.**

1 introduce the reasons for the project	Firstly ....
2 add extra information	....
3 give contrasting information	....
4 write a conclusion	....

4 **Look at these expressions and add them to the table in Exercise 3.**

In addition, | To summarise, | but | To start with,

Message



Firstly, let me say how much we all love our Children's Library. **However,** it now needs some work. The children don't like it anymore because it looks old and needs painting. We want to encourage children to use the library again.

At our community meeting, we decided to improve the building. We want to invite you to help us. We got some ideas from the *Mashrou El Saada* community project. You can see a photo of their work above. Every year, a group of people go to Heisa, near Aswan, to paint the houses in 'colours of happiness'. We are going to do the same thing here! It will make our library look exciting. **Furthermore,** the library will become a tourist attraction.

To conclude, we are looking for volunteers to help us plan and complete the project. If you are interested, please contact me!

Writing

5 **Write a message to a social network service about a community project.**

1 Think of a community project that is planned, or that people could do in your community.

2 Introduce the reasons for the project and give information to answer these questions.

- What is your project going to do?
- What do you want to encourage people to do? Why?

3 Use some of the expressions from the table in Exercise 3.

4 Write a conclusion.



For more practice, go to the Ministry of Education website.



Review

1 Complete the text with the words in the box.

bench	elderly	encouraged	greeted	kindness	neighbourhood	~~pavement~~

I'd like to say thank you to the young woman who helped me yesterday. I was walking along the **1** pavement when I suddenly felt very tired. I'm **2** ...., you see. A young woman saw me and **3** .... me warmly. She **4** .... me to sit down on a **5** .... and have a rest. It was so wonderful to be treated with such **6** .... That's why I'm so happy to live in this **7** .... Our community is so kind and helpful!

2 Choose the correct words to complete the dialogue.

Adam: Are you enjoying that book, Amr?

Amr: No, not really. In fact, it's quite [1] **bored / boring**.

Adam: What kind of books are you [2] **interested / interesting** in?

Amr: I like [3] **excited / exciting** stories. I thought this one looked good, but as soon as I started reading it, I was [4] **disappointed / disappointing**.

Adam: I read it last year, but I thought it was [5] **amazed / amazing!** The ending is [6] **surprising / surprised**.

Amr: Well, your review makes it sound very [7] **interested / interesting.** Perhaps I should finish it!

3 Discuss these questions about your community in pairs.

1. What transport facilities are there? Can they be improved?
2. Does your community have equal opportunities for disabled people and the elderly? If not, what is needed?
3. What leisure and social facilities are there? Can they be improved?

We have good buses, but the nearest metro station is very far from our neighbourhood.

I agree. I think we need wider, safer pavements so that we can walk safely to school.

Project

Work in groups. Do a survey to find out other students' opinions about their community.

1. What topics do you want their opinions to be about?
2. What questions are you going to ask to find out their opinions? Look at the survey on page 22 for ideas.
3. Do your survey.
4. Exchange your survey with another group. Answer the questions.
5. Write a summary of the results of your survey. What do most people like or want to improve about the community?
6. Display your survey results in the classroom for everyone to read.



For more practice, go to the Ministry of Education website.

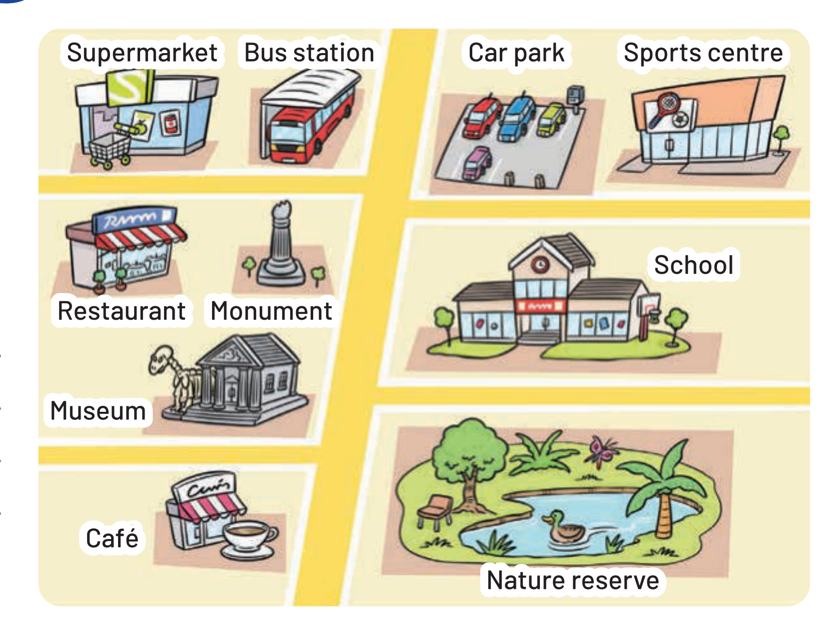


Lesson 1

Listening

1 Listen to four directions. Where do they take you to?

1 the café
2 ....
3 ....
4 ....



Speaking

2 Work in pairs. Take it in turns to be Student A and Student B.

Student A: Choose two places on the map. Tell Student B where to start and then direct them to the other place, without naming it.

Student B: Follow Student A's directions. Where do the directions take you?

Reading

3 Complete the text with the correct form of the verbs in brackets.

Museum of Natural Science

Last year, there [1] was (be) an amazing exhibition of sea animals at the Museum of Natural Science. While visitors [2] .... (walk) around the exhibition, they could also watch videos and listen to the sounds of the sea. Next year, another exhibition [3] .... (tell) visitors about animal life in the desert.

Many people [4] .... (think) that the desert [5] .... (not have) much life in it. This exhibition [6] .... (show) that lots of animals live there, if you know where to look!

The exhibition [7] .... (open) on the 5th of March. Tickets [8] .... (be) on sale now from the museum or online.



4 Choose the correct word.

1 The videos of the sea animals were **amazed / amazing**!
2 My son is **interested / interesting** in how animals can live in the desert.
3 Gameel was **frightened / frightening** when he saw the snake in the desert.
4 I learnt lots of **surprised / surprising** things about sea animals.
5 Medhat was really **excited / exciting** before going to the exhibition, but he thought it was a bit **bored / boring**.



Speaking

1 Work in pairs.

Student A: Ask Student B about the information you need to complete Poster A. Then answer Student B's questions.

Student B: Answer Student A's questions. Then ask Student A about the information you need to complete Poster B.

Poster A

50% discount on ....
Special offers on all laptops.
At TG Electrics
Address: ....
(opposite the bank)
Starts: 9 am, 10th October
Ends: ....

Sale!

Poster B

50% discount on TVs.
Special offers on all ....
At TG Electrics
Address: 20 Hamdan Street
(opposite the ....)
Starts: ....
Ends: 5 pm, 14th October

Sale!



Reading

2 Read the texts about two teenagers. How do they want to help the community?

Tarek

I'm really excited about this week as I'm going to start my new volunteering job! My basketball team are going to play basketball with some disabled children and teach them about the game. I love children (I have three younger brothers and sisters) so I think it will be really fun. I'm happy I can volunteer with my friends, too. I think it is important that people help their community.



Judy

My friend and I are looking for some volunteer work. We want to help elderly people or young children. We both like little children! We are going to ask at local community centres about reading to elderly people and local schools about helping young children to read. We read a lot in our spare time but we want to do something useful for other people.



3 Complete the sentences with *both ... and*, *either ... or* or *neither ... nor*.

1 Both Tarek and Judy like children.
2 .... Tarek .... Judy is working as volunteers now.
3 Judy wants to work with .... elderly people .... children.
4 Tarek is going to .... play .... teach basketball.
5 .... of the teenagers are going to volunteer with their friends.



Writing

4 Write an email of about 100 words asking a friend to go to a community event. Explain where and when it is and what you can both do to help.




For more practice, go to the Ministry of Education website.

Unit 4

Lesson 1

Have you ever travelled by plane?

Reading: A report about experiences; texts about life experiences; *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*; a text about someone's life

Writing: A story about something that happened in your life; a timeline of a person's life events; a biography of a person

Listening: An interview about someone's life; an account of something bad that happened to someone

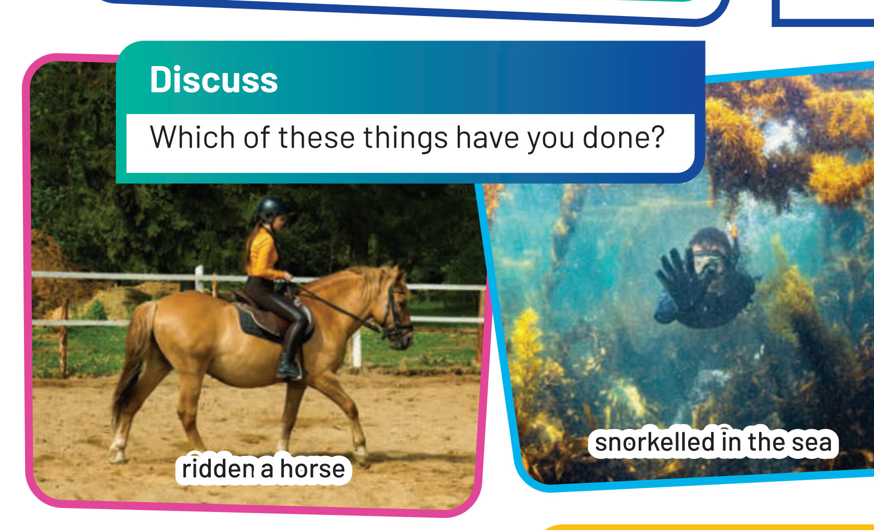
Speaking: Talking about experiences; asking and answering questions about experiences; telling a story

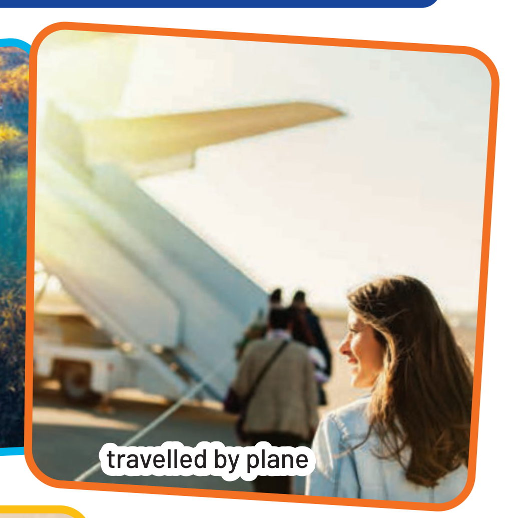
Language: The present perfect with *ever, never, for* and *since*

Life Skills: Communication

Discuss

Which of these things have you done?









Research

Where is it best to snorkel in Egypt and why?

Find

Look through the unit. Who wrote *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*?

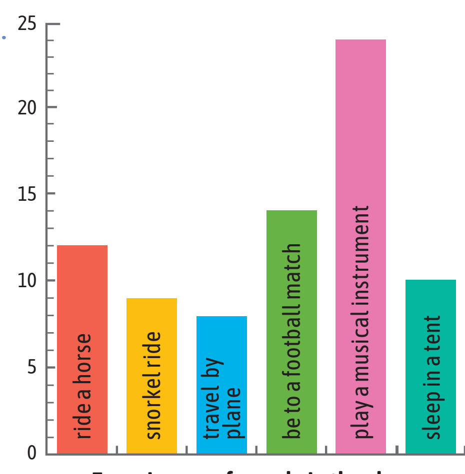
Reading

1 **Adam asked the people in his class about their experiences. Look at the graph and read his report. Answer the questions.**

1 Which two things have the most people in his class done? ....

2 Which two things have the fewest people done? ....

I asked the people in my class about their **experiences**. Most people in the class have played a musical instrument. Not many people have ridden a horse or slept in a tent. Even fewer people have snorkelled. Most people in the class have never travelled by plane, but Hazem has travelled by plane three times! I also asked, 'Have you ever been to a football match?' About half the people in the class haven't been to a football match and about half the class have.



Language

The present perfect

- Use *have/has* + the past participle to talk about things that we have done at some time in the past (past experiences). We don't need to say *when* we did something.

They **have ('ve) ridden** a horse.
He **has ('s) travelled by** plane.
I **have not (haven't) played** a musical instrument.
They **have ('ve) never travelled by** plane.
Have you **ever been** to a football match?
Has she **ever ridden** a horse? Yes, she **has**./No, she **hasn't**.

2 **Complete the sentences with the correct form of the present perfect.**

1 Hania has played (play) tennis many times.

2 It is Lara's birthday today and she .... (eat) a lot of cake!

3 I .... (not/read) that book.

4 .... you ever .... (be) to Giza?

5 .... Lina ever .... (see) that film?

3 **Work in groups.**

Ask the people in your group about their experiences using the pictures from page 34 or think of your own ideas.

Have you ever played volleyball?

Yes, I have.

Writing

4 **Complete the sentences.**

Most people in my group have ...., but not many people have ....





For more practice, go to the Ministry of Education website.

4 Lesson 2



Speaking

1 **Ask and answer these questions in pairs.**

1. Which people in your family have been to another country?
2. Has anyone in your family climbed a mountain?
3. Have any of your cousins got married?
4. Have your parents always lived in the same house, or have they moved?

Listening

2 **Discuss the questions in pairs.**

1. How much do you know about the lives of the older people in your family?
2. Do you think it is important to learn about the history of your family? Why?

3 **Listen to Talia talking to her grandmother and answer the questions.**

1. Have Grandad and Grandma lived in their house for a long time? ....
2. How do you know? ....

4 **Listen again and answer the questions.**

1. When did Talia's grandmother move to the house she lives in now?
   When she got married.
2. How long has Talia's grandmother been married? ....
3. When did Talia's grandmother and grandfather meet? ....
4. When did Talia's mum and dad move to their house? ....
5. Where did they live before that? ....



Life Skills

We can learn a lot from elderly people, but they can be very sensitive. Listen to them carefully and give them an opportunity to ask questions and express themselves.

Lesson 2 4

Language

5 Look at these sentences from Talia's conversation and choose the correct word.

I've lived in the same house since I was born.

Your mum and dad have lived in that house since 2008.

We've been married for over 50 years.

They've known each other for a long time.

1 We use **for / since** for a period of time (e.g. six years, a month, two days).

2 We use **for / since** for a point in time (e.g. 1990, one o'clock, yesterday).

Remember!

The present perfect tense comes before *since* and *for*. The past simple tense comes after *since* if there is a subject.

6 Complete the sentences with *for* or *since*.

1 Lama has had her phone for two years.

2 Mr Sabri has been at this school .... 2020.

3 Hatem has lived in Alexandria .... many years.

4 Malak has been friends with Injy .... they were children.

5 Fady has had a headache .... about an hour.

6 Kamal and Lina have been married .... last year.

Speaking

7 Work in pairs. Ask your partner questions using *How long* + the present perfect and complete the table.

How long ...?	Partner's Name:
1 live / your house?	
2 be / this class?	
3 know / your best friend?	
4 have / a phone?	
5 study / English?	
6 be / at school today?	
7 enjoy / favourite hobby	

How long have you lived in your house?

I've lived there since I was born.



Writing

8 Use the table to write six sentences about your partner in your notebook.

Imad has lived in his house since he was born.



For more practice, go to the Ministry of Education website.

4 Lesson 3

Reading

1 Match the verbs to the life experiences.

1	c learn	**a**	to another country
2	join	**b**	school
3	start	**c**	a language
4	move	**d**	a match
5	win	**e**	a sports club

2 Read the texts and answer the questions.

1 Where does Maher live? ....

2 What language does Azza use? Why? ....

3 Why does Wael live with his grandparents? ....



Maher
I have lived in a village in the south of Egypt all my life. I have never been to another country, but last year I visited Cairo with my uncle and my cousins! It was so big and busy, but it was fun. We went to lots of museums because I am very interested in history.



Azza
I have had hearing problems all my life and I learnt sign language since I was a baby. When I first started school, I went to a special school for **deaf** children. Now, I have been at a local school for three years. I am the only **hard of hearing** person in my class. Sometimes it is difficult, but I have a teacher who can use sign language to help me. She explains things I can't understand in sign language. Some of my friends have learnt some sign language, so they can help me, too.

Wael
My parents died when I was a baby so I have lived with my grandparents since I was one. We used to live in the **countryside**, but we moved to the city three years ago. I like living here, there is lots to do. I joined a handball club and I have won lots of matches with my team. It's really fun.

3 Read the texts again and tick the correct person or people.

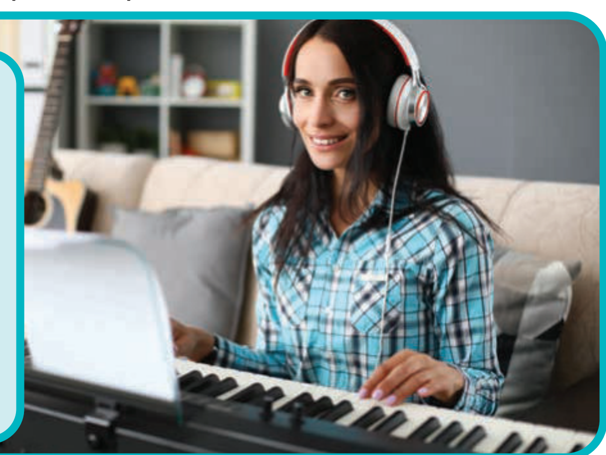
Who ...	Maher	Azza	Wael
likes sport?			✓
has moved?			
needs help at school?			
is interested in history			
went to a special school			
doesn't live with his/her parents?			
has never left Egypt?			



Language

4 Complete the text with the past simple or present perfect form of the verbs in brackets.

My name's Salma. I [1] was (be) born in Syria but my family [2] .... (come) to Egypt when I was five years old. We [3] .... (not / visit) Syria since I was very young, but some of my family still live there. When I was eight, I [4] .... (start) playing the piano. I [5] .... (play) in many concerts. I love music. Two years ago, I [6] .... (play) at a concert in the Cairo Opera House. It was amazing!



Remember!

- Use the past simple for finished actions in the past. We usually say when it happened.
  Last year, I **visited** Cairo. We **moved** to the city three years ago.
- Use the present perfect for past actions when the time is not important or for things that still continue now.
  Some of my friends **have learnt** sign language.
  I **have never been** to another country.

Speaking

5 Work in pairs.

1. Take turns to use the words in **A** with *ever* to ask a question in the present perfect.
2. If your partner answers **yes**, use the words in **B** to ask more questions in the past simple.

Have you ever moved to a new place?

Yes, I have.

A
- move / new place?
- be / different country?
- join / a sports club?
- play / instrument?
- learn / different language?

B
- when? where?
- when? where?
- which?
- which?
- which?



When did you move?

6 Discuss these questions in pairs.

Whose life is most like yours: Maher, Azza, Wael, Salma or none of them? Why?



For more practice, go to the Ministry of Education website.

4 Lesson 4

Reading

Mark Twain was an American writer who wrote fun novels. He wrote *The Adventures of Tom Sawyer* and its **sequel**, *The Adventures of Huckleberry Finn*. Both novels are about the adventures of teenage boys.

1 Read the two stories. Who thought that somebody was lost? Who travelled in a canoe? Why did they think or do these things?

2 Look at the words in red. Use a dictionary to check the meaning. Write them in your notebook.

3 Read the stories again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1. Aunt Polly did not know that Tom was in the forest. T
2. Tom had a dream that he was playing a game. ....
3. Aunt Polly and Mary wanted Tom to think more about other people. ....
4. Huckleberry lost the raft in the fog. ....
5. Jim had a bad dream. ....
6. Huckleberry felt bad because he scared Jim ....

Speaking

4 Ask and answer the questions in pairs.

1. What are the similarities and the differences between the two stories?
2. Why did Tom and Huckleberry both say that they were sorry?
3. When is it important to say sorry to somebody?



The Adventures of Tom Sawyer

They did not see Tom all day. All the time that Tom was playing games in the forest, his Aunt Polly worried about him. She thought he was lost or badly hurt. She was so happy when he returned and told her that he was fine.

'It was just a game, Aunt Polly,' said Tom.

'I'm sure it was a fun game for you, but we all worried about you. We didn't know where you were. Why didn't you tell me?'

'I told you in a **dream**,' said Tom. 'I just forgot to tell you when I was **awake**.'

'He never thinks of other people,' said his cousin Mary.

'Yes, you should think about other people,' said Aunt Polly. 'You know I **care about** you, Tom. Try to remember how other people feel.'

'I'm sorry that I didn't tell you,' said Tom. 'It won't happen again.'



Jim and I were on a **raft** going down the river when it became foggy. I left the raft to try and find a place for us to stop for the night. I got into a small **canoe** and went along the river. Then I tried to return. However, it was so foggy that I could not see the raft! I called out but I could not hear Jim.

My canoe went down the river for a long way, and I hoped the raft was **following** me. I travelled all night, but the next morning, it was not foggy and finally I saw Jim. He was sleeping on the raft.

I climbed on the raft and said, 'Hello, Jim. Have you been sleeping?'

'I was scared!' he said. 'I couldn't see anything because it was foggy!'

He looked angry. 'I had a terrible night, Huck!' he said. 'It was like a bad dream.'

'I'm sorry,' I said. From that time, I decided I would never scare him again.

For more practice, go to the Ministry of Education website.





Listening

1 **Discuss this question in pairs.**

Can you remember what bad thing happened to Jim in The *Adventures of Huckleberry Finn*?

2 **Listen to Nihal telling a story and answer the question.**

What bad thing happened to Nihal? ....



3 **Listen to Nihal again and answer the questions.**

1 What sport does Nihal do? Gymnastics
2 How long has she done this sport? ....
3 On which days does she usually train? ....
4 Why was she training more a few months ago? ....
5 Where was she when she hurt her leg? ....
6 Who took her to the hospital? ....
7 What does she want to do next year? ....

4 **Listen to Nihal again. Answer the questions.**

1 How fast does Nihal speak? very fast / fast / not too fast / slow / very slow
2 How easy is it for you to understand Nihal? very easy / easy / difficult / very difficult
3 Tick the things Nihal does when she tells her story.
   a Introduces her story. ☐
   b Says where the story happened. ☐
   c Says when the story happened. ☐
   d Explains how she felt. ☐
4 Do you think that Nihal told her story well? Why? Tell your partner.

Life Skills

When you are giving a talk or telling a story, try to organise your ideas before you talk. Think about making your story more interesting by adding adverbs and adjectives. For example:
Suddenly, there was a **huge, noisy** storm!

Speaking

5 **You are going to tell a story about something that happened in your life.**

1 Think of an interesting story that has happened to you. It might be something good (e.g. a holiday) or something bad (e.g. a problem that you had).
2 Answer these questions to make notes about your story.
- When? Where? ....
- What happened? ....
- How did you feel? ....

Today I'm going to tell you about a good thing that happened to me.

3 Work in groups. Take turns to tell your story.



For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Read about Munir and answer the questions.
Use your dictionary to check the meaning of difficult words.

1. What does Munir find difficult? Why? ....
2. What has Munir achieved in his life? ....
3. What job does Munir want to do? ....

I was born in Cairo and I have lived there all my life. **When** I was little, I always loved to draw and paint but I found reading and writing very difficult. At school, I didn't always understand the lessons and it was really hard. I thought I wasn't very clever.

Then my parents and the school decided to take me for some tests. They **discovered** that I had **dyslexia**. This means it is difficult for my brain to read and spell. **After that**, I got more help at school and I started to understand more.

When I took my exams, I got really good **results**! I was surprised and happy. **Later**, I got a prize for my art and then I decided I would like to be an artist one day. **Now**, I **volunteer** at a charity for other children with dyslexia and teach them about art.

Remember!

Dyslexia is a learning disability which affects reading and writing. Many smart people have dyslexia. They can understand and see well, but they have problems with reading.

2 Complete the timeline of Munir's life in your notebook.

born in Cairo — loved drawing and painting

3 Look at the expressions in red in the text.
What do we use these words for?

Speaking

4 Ask and answer the questions in pairs or small groups.

1. What important things have you achieved in your life?
2. When did you do them?



Writing

5 You are going to write about things that you have achieved.

1. First, complete a timeline of important events in your life.
2. Now, write a paragraph about what you have achieved.
   Use *when, after that, later, then* and *now*.

For more practice, go to the Ministry of Education website.

Review

1 Complete the crossword.

Across

2 To find out some new information about something.

4 Swim with your face under water using special equipment.

5 This tells you how you have done in an exam.

6 A long, narrow boat for one or two people

Down

1 To become part of a club.

3 Something that happens in your life.

2 d i s c o v 3 e r

2 Write questions using the present prefect with *ever.*

1 be / aquarium — Have you ever been to an aquarium?

2 climb / mountain ....

3 play / chess ....

4 visit / an orphanage ....

5 be / to Alexandria ....

6 visit / park ....

3 Ask and answer the questions in Exercise 2 in pairs. Then tell other people in the class the answers.

Waleed hasn't been to an aquarium.

4 Complete the text with the past simple or present perfect. Choose the correct words, *for* or *since*.

Different families [1] have lived (live) in our house [2] **for / since** over 200 years. I [3] .... (live) here with my family [4] **for / since** 2016. Before that, we [5] .... (live) in Cairo. My parents [6] .... (change) some of the house when we moved here. For example, my mum .... [7] (want) a new bathroom! My grandmother [8] .... (live) with us [9] **for / since** four years. It is a happy, family home.

5 Look at this information and write a paragraph about what Radwa has achieved and how she did it. Use some of these words.

after that later now then when

What: Learnt to swim!
When: 2020
Why? Scared of water (as a child)
How?
1 Went to the swimming pool with family.
2 Started swimming lessons.
3 Went to the beach on holiday (swam in the sea!).
4 Swam 100 metres!
Now: Go swimming every week.



For more practice, go to the Ministry of Education website.

Unit 5

Lesson 1

Young role models

Reading: A text about a business person and a space engineer; a biography of a friend; an article about a sports tournament; a biography of a tennis player

Writing: A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model

Listening: A conversation about a role model; an interview with an inventor; a conversation about sharing good news

Speaking: Discussing jobs; talking about sports tournaments; responding to good news

Language: The present perfect with *yet* and *already*

Life Skills: Respect for diversity



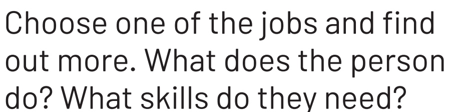
Quiz

Find these jobs in the photos. Use your dictionary for difficult words.

business person   campaigner   computer programmer   engineer
mathematician   space scientist   sports champion   volunteer







Research

Choose one of the jobs and find out more. What does the person do? What skills do they need?









Find

Look through the unit. How many countries took part in the 2021 World Men's Handball Championship in Egypt?

Reading

1 Which of the jobs from page 44 would you like to do? Why?

I'd like to be a computer programmer because I'm good at computers and I want to do an interesting job.

2 Read the text. Why do you think Gamal likes his job?

My cousin, Gamal, is a business person. When he finished university, he got a job with a big company in Cairo. He's worked there for three years now.

I think he's got a very important job. He's the manager of a team of people and they have meetings every day. He works very hard. Sometimes, he has to meet people from companies in other countries. He has travelled to lots of interesting places. Last year, he went to Nigeria and Brazil.



3 Read the text again. Choose the correct words.

1 Gamal got his job after he finished **school / university**.

2 He started working for the company **three years ago / last year**.

3 Gamal is the manager of **the company / a team of people**.

4 He has meetings with people from **his company / different companies** every day.

5 Sometimes Gamal **travels to / has visitors from** different countries.

Language

4 Complete the sentences with the present perfect or past simple form of the verb in brackets.

1 Sami passed (pass) his exams last week.

2 I .... (visit) lots of interesting cities in my country.

3 My mum .... (want) to be a sports champion when she was young.

4 We .... (finish) our science project last week.

5 Noha .... (work) as a volunteer since she left school.

6 My brother .... (read) lots of interesting books about space science.

Writing

5 Write about someone in your family with an interesting job. Answer these questions.

1 Who is the person? What is his or her job and why is it interesting?

2 How long has he or she had the job? When did he or she start it?



5

Lesson 2

Reading

1 Read the article quickly. What did Samar design?


Samar Abdelfattah

Samar Abdelfattah has always been interested in space. As a young child, she wanted to be an astronaut. After she finished school, she went to Cairo University to study space engineering.

While Samar was at university, a space technology company had a competition. Students had to design a **hyperloop** – a new, very fast form of transport that travels above the ground. Samar decided to enter the competition and asked other engineering students from the university to join her team.

Teams of students from universities all around the world entered, but Samar's team was the only one from Africa or the Middle East. They worked hard on their design and they won the competition. Samar travelled to the USA to receive the **award**.

Three years later, Samar started her own company. Now she is a space engineer and a business person. She also gives **speeches** to other young engineers to help them achieve their **goals**.

2 Read the article again and complete the sentences. Use your dictionary for difficult words.

1 Samar wanted to be an astronaut when she was young.

2 Samar studied .... at Cairo University.

3 A space .... company had a competition and Samar entered it.

4 Samar travelled to the USA to receive her ....

5 Now Samar is a space engineer and a ....

6 She helps young engineers to ....

Speaking

3 Work in pairs. Ask and answer questions.

1 Which / university / go to?
2 What / she enter?
3 Who / be / in her team?
4 Where / other teams / come from?
5 When / Samar / start her company?
6 Who / she / give speeches to?



4 Discuss these questions in pairs

1 What challenges do you think there were for Samar and her team?
2 What has Samar achieved?

Listening

5 **Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.**

1 Why was it difficult to find a school for Magdy?
   a Because Magdy needed a lot of help with his work.
   b Because some schools didn't have equipment for disabled people.

2 What kind of education did Magdy have?
   a He studied at home.
   b He went to school and university.

3 What has always been important to Magdy?
   a Helping other people.
   b Getting a good job.



6 **Listen to the conversation again and complete the notes about Magdy's achievements.**

Magdy Abdel Sayed: Campaigner for disabled people

1 at school: won an award from Cambridge University
2 after school: lots of companies wanted to ……
3 at university: …… for different charities
4 now: works with a charity that ……

Writing

7 **Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.**

Magdy Abdel Sayed has had a lot of challenges in his life, but he has also achieved many things. ……



Life Skills

1 What do you think are the challenges for disabled people in the situations below?
   at school   at university   at work
2 How can we help disabled people to achieve their goals?





For more practice, go to the Ministry of Education website.

5 Lesson 3

Reading

1 Read Judy's biography of her friend Aya. Tick the things Aya has done in her life.

My friend Aya has always loved writing stories and poems. When she was six, she won a prize for a poem she wrote! She has already written a book of stories. Now, she's writing her second book, but she hasn't finished it yet. She really likes to be **creative**. She has played the guitar for three years now. She's played in two concerts already. She felt very nervous but she was amazing!

Aya would like to volunteer to teach writing and music to children one day. Her other dream is to **create** an **app** to help children learn. She hasn't been to another country yet, but there are lots she wants to visit! Maybe we can go travelling together.





1 won an award or competition ✓
2 learnt a musical instrument ☐
3 worked as a volunteer ☐
4 created an app ☐
5 travelled to another country ☐
6 written a book ☐
7 played in a concert ☐

2 Match to make sentences about Aya.

1 [e] She won an award for writing
2 [ ] She has finished writing
3 [ ] She was nervous
4 [ ] She wants to volunteer to
5 [ ] She hasn't
6 [ ] She is a very

a work with children.
b when she played concerts.
c been to another country yet.
d creative person.
e when she was a child.
f one book already.



Language

3 Reorder the words to make sentences or questions in the present perfect.

1 finished / I / my / homework / yet / haven't I haven't finished my homework yet.
2 that / I've / already / film / seen ....
3 our / eaten / already / We've / lunch ....
4 already / three / learnt / He's / languages ....
5 visited / Have / Pyramids / yet / they / the / ? ....
6 new / Have / the / yet / been / you / to / restaurant / ? ....

The present perfect with *yet* and *already*

Yet means 'at any time until now'. Use it at the end of negative sentences and questions.
She hasn't been to another country **yet**.
Has she learnt a musical instrument **yet**?
Already means 'before now' or 'before a particular time'. Use it at the end of the sentence or before the main verb.
She's played in two concerts **already**.
She has **already** written a book of stories.

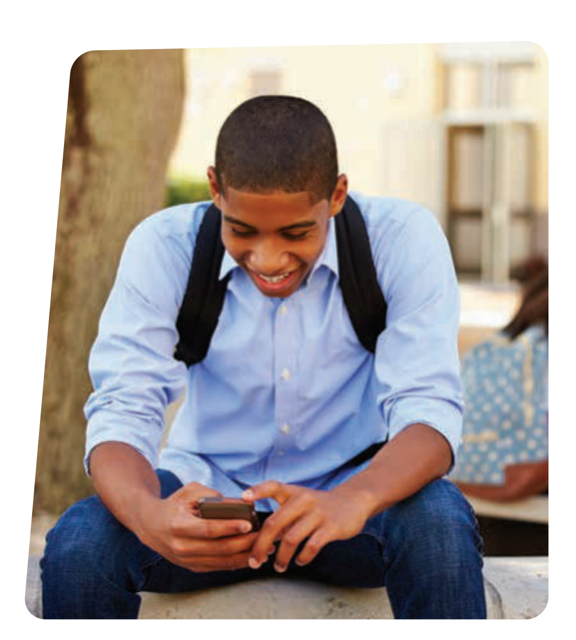


Listening

4 Listen to the interview. What has Haytham created? What does it do?

5 Listen again. Complete the sentences with the correct form of the present perfect and *already* or *yet*.

1 Haytham has created (create) an app already.
2 People in a few schools .... (use) the app ....
3 Haytham .... (create) any other apps ....
4 He .... (get) a job ....
5 He .... (talk) to some companies about his ideas ....
6 He .... (finish) school ....



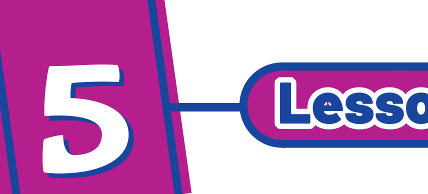
Speaking

6 Look at the list in Exercise 1. Discuss the questions in pairs.

1 Which of these things have you done already?
2 Which of these things haven't you done yet (but think that you will one day)?



For more practice, go to the Ministry of Education website.



Reading

1 Discuss these questions in pairs.

1 Do you like to play or watch handball? Why?

2 What jobs can you think of that people might do at a handball competition?

2 Read the newspaper article quickly and answer the questions.

1 How many of the jobs that you thought of are in the article?

2 Why do you think the article is called *In the bubble?*

3 Match the words from the article 1–5 with the words that have a similar meaning a–e.

1	d contest	a	workers
2	☐ champions	b	winners
3	☐ competitors	c	sports event
4	☐ tournament	d	competition
5	☐ staff	e	players

4 Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 There were 600 teams in the contest. F There were 32 teams.

2 Some people thought it was impossible to have the contest. ....

3 Nobody could watch the handball matches at the stadiums. ....

4 The medical team tested the players for coronavirus every day. ....

5 Everyone working at the tournament stayed in the same hotel. ....

6 The organisers of the Olympics in Japan have asked the medical team for advice. ....

31st January 2021

IN THE BUBBLE

Today, the 2021 World Men's Handball **Championship** in Egypt finished. It has been the biggest handball **tournament** ever. The Egyptian team did an excellent job and reached the **quarter finals** (the last eight). There were over 600 **competitors** from 32 countries. They have played over 100 games and scored more than 5,500 goals! All of this was during the **coronavirus pandemic**. Many people said it wasn't possible, but the **contest** in Egypt has been fantastic!



The medical team

The **medical team** have worked for months to make the tournament safe. Firstly, there haven't been any **spectators**. Also, the players and **staff** have had tests for coronavirus every 48 hours. Players and people working at the tournament have used four hotels and stayed inside this **'bubble'**. These hotels all have a health centre and every team has had a doctor to work with them. Lots of cleaners have worked day and night to clean the stadiums and the hotels and make them safe.

The medical team were from the Ministry of Health and the Ministry of Youth and Sports. They have done such an **incredible** job that the **organisers** of the 2021 Olympics in Japan have asked them for their advice. What an amazing achievement!

Speaking

5 Work in small groups. Discuss these questions.

1 What was the last sports tournament you watched in a stadium or on TV? Who won? Did you enjoy it?

I watched the Olympics on TV. I liked all the different sports. It was exciting when there was a competitor from Egypt.

For more practice, go to the Ministry of Education website.



Listening

1 **Discuss this question in pairs.**

When someone wins an award or a competition, what can you say?



Remember!

The Polish musician Frederic Chopin (1810-1849) wrote piano music from the age of seven and performed in concerts when he was eight!

2 **Listen to Fareeda. What is the good news she is telling her friend, Malak?**

3 **Listen again and answer the questions.**

1 When did Fareeda get the results of her exam? She just got them.

2 What score did she get? ....

3 How did she feel when she was doing the exam? ....

4 Why is Malak not surprised by the result? ....

4 **Listen again. Complete the phrases that Malak uses to respond to Fareeda's news.**

1 Well done! Great ....!

2 You did really ....

3 What an amazing ....!

4 I'm really .... for you.

5 You worked really ....

Speaking

5 **Work in pairs. Take turns to be A and B.**

Student A: You have some good news to share. Choose one of the ideas opposite (or think of your own good news). Tell Student B

Student B: Listen to Student A's good news. Ask him or her about it. Use the expressions from Exercise 4.

You won an award.

You passed an exam.

You learnt a new skill.

You won a contest.



For more practice, go to the Ministry of Education website.

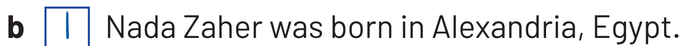


Reading

Nada Zaher

1 **Put these sentences from a biography about Nada Zaher in the correct order. Find the meaning of new words in your dictionary.**

a ☐ When she was a teenager, she found out that she had a sports **scholarship** to go to Columbia University in the USA.



b [1] Nada Zaher was born in Alexandria, Egypt.

c ☐ Then she went to the USA to study and play tennis.

d ☐ Now she helps students from Egypt and other countries to follow their dreams.

e ☐ So, she started a company to connect athletes with universities in the USA and helped them to find scholarships.

f ☐ As a child, she played a lot of tennis.

g ☐ After university, she returned to Egypt and decided to help more international athletes to study in other countries.

2 **Read the biography again and answer the questions.**

1 Where is Nada from? She is from Alexandria.

2 What sport did she play? ....

3 Where did she get a scholarship? ....

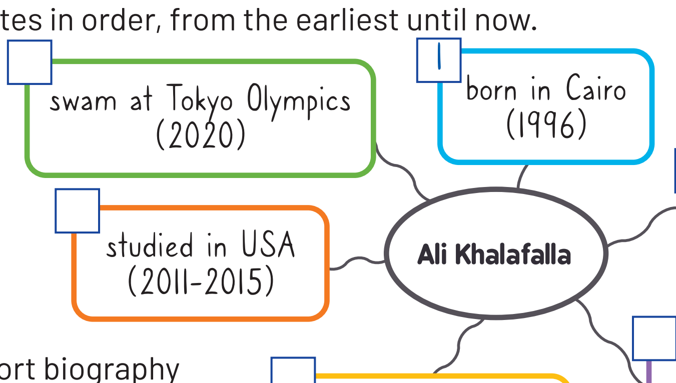
4 What does she do now? ....

Ali Khalafalla

Writing

3 **Look at these notes about the swimmer Ali Khalafalla, and put them in order.**

1 Put the notes in order, from the earliest until now.



2 Write a short biography of Ali in your notebook.

For more practice, go to the Ministry of Education website.



Review

1 Work in pairs. Take turns to be A and B.

Student A: Pretend you do one of the jobs from the unit. Tell Student B what you have done but do not name the job.

Student B: Guess your partner's job.





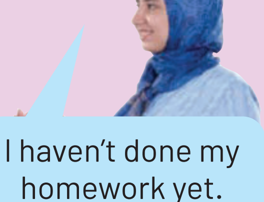
2 Discuss these questions in pairs.

1 Which of these things have you already done today?

2 Which haven't you done yet?

eat breakfast do homework watch TV
clean teeth eat dinner
talk to friends play computer games get dressed





3 **Complete the dialogue with these words. Then listen and check your answers.**

done happy incredible ~~news~~
tournament scholarship

Fares: Guess what? I have good [1] news!

Mazen: What is it?

Fares: I have got a [2] .... to a university in Canada!

Mazen: Well [3] ....! That's [4] ....

Fares: Yes, I can't believe it. I'm going to play tennis and study hard.

Mazen: I'm really [5] .... for you. You will play at an important [6] .... soon!



Project

Make a fact file about a young role model.

1 What is a role model? Think of some famous young role models. Why are they role models? Make notes.

2 Work in small groups. Compare the information you found and choose one of the people for your project.

3 Work together to research more information about this person's life.

4 Make a fact file about this person for your classroom. You might include:

- pictures of the person
- a timeline of their life
- what they have achieved
- why you think they are a role model.

5 Compare your fact files with other groups. Do you think they are all good role models?

For more practice, go to the Ministry of Education website.

Unit 6

Lesson 1

What's wrong?

Reading: An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem

Writing: A response to a blog; a paragraph about ways to relax; an email of apology; an email suggesting how to help a friend; a poster helping people with mental health issues

Listening: A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems

Speaking: Discussing teenage worries; showing that you are listening; suggesting solutions to problems

Language: *had to / didn't have to, was / wasn't able to, could / couldn't*

Life Skills: Empathy

Discuss

Look at the website question. Can you match the answers to the photos?



Research

Find out how much time teenagers in Egypt spend on social media.

1



2



3



achievements

cyberbullying

skills and abilities






Discuss

What kind of things do teenagers worry about?

appearance

school work

social life

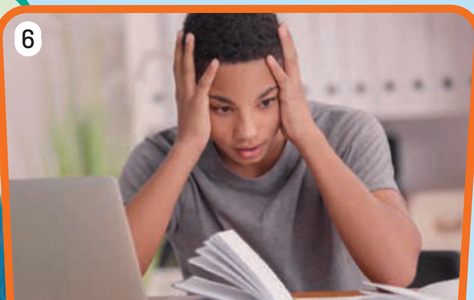
4



5



6



Find

Look through the unit. What new subject has been introduced in many schools in the UK?

Listening

1 Listen to Hisham and Kamal talking about the website on page 54. What problems do they talk about?

2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

anxious ~~embarrassed~~ positive upset

1 I'm embarrassed about being so tall.
2 You shouldn't feel bad about being tall. Your height is a .... thing.
3 For me, exams are a problem. I get very .... about them.
4 The unkind text messages made her feel really ....

3 Discuss these questions in pairs.

1 Do you think that the problems on page 54 are common problems for teenagers?
2 Can you think of any other things that make teenagers feel embarrassed, anxious or upset?



Reading

4 Read the text. What are the positive and negative things it says about social media?

Today, nearly four **billion** people use social media in their daily lives. Some studies have found that around 63% of people **report** feeling upset and anxious after using social media. On the other hand, social media can be helpful because we can share experiences and **support** each other. People can spread positive messages this way about the importance of looking after our mental health.







Speaking

5 Discuss the questions in pairs.

1 How can the uses of technology in the pictures be positive or negative for your mental health?
2 How do you use technology and social media in a positive way in your life?





For more practice, go to the Ministry of Education website.

6 Lesson 2



Reading

1 **Read the texts quickly and answer the questions. Use your dictionary for difficult words.**

1. What kind of texts are they?
2. Where do you think that you would find these kinds of texts?



Teen problems

1 Nobody knows that I failed my English speaking test, and I feel very embarrassed about it. Yesterday, I told my best friend and I said, 'Please don't tell anyone because nobody knows. It's a secret'. The next day, my friend's mother, who is British, offered to help me with my English. I felt very unhappy with my friend because she told somebody. She said she was only trying to help me, but I don't want to tell her any of my secrets any more.

Magda

2 I have a lot of friends, but we have very different opinions about things. They say I mustn't talk to some people in the class. We don't always agree, and I feel that I am very different from them. It makes me feel lonely.

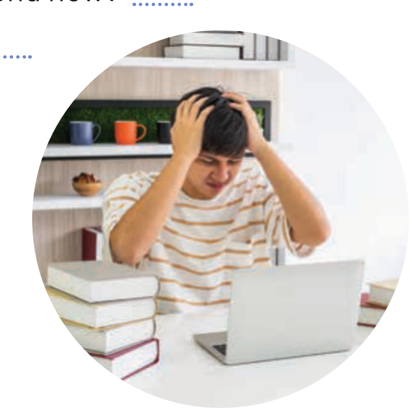
Salma

3 My parents want me to be a doctor when I finish school. A doctor has to be good at science subjects, however, and the work is too difficult for me. I don't want to disappoint them, but I really don't think I can be a doctor.

Adam

2 **Read the texts again and answer the questions.**

1. What problem was Magda embarrassed about? *She failed her English speaking test.*
2. Why is she unhappy with her friend? ....
3. How is Magda going to change her behaviour with her friend now? ....
4. Why does Salma think her friends are different to her? ....
5. How does Adam feel about science subjects? ....
6. Why is he anxious about what his parents will think? ....



Speaking

3 **Discuss the questions in pairs.**

1. Do you think that it was wrong for Magda's friend to tell her mother about Magda's problem? Why?
2. Do you think that you can feel lonely even if you have a lot of friends? Why?

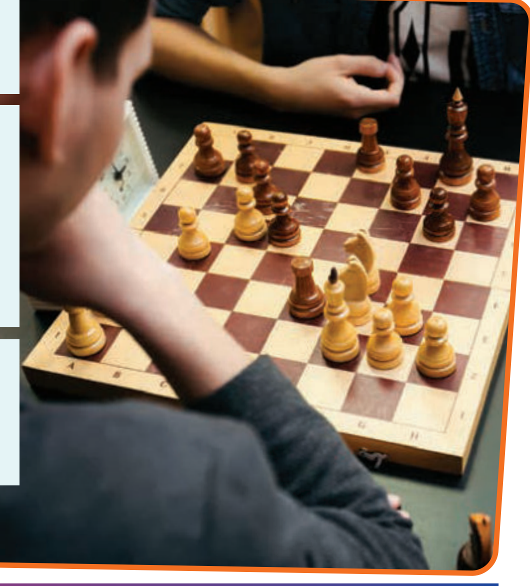
Reading

4 Read and match these answers a–c to the people who have the problems in Exercise 1. Do you think this is good advice? Why?

a ☐ You should talk to them and tell them how you feel. They might be more understanding than you think.

b ☐ Your friend shouldn't tell anyone your secret. Friends must keep secrets. However, you don't have to see this as a negative thing since she only wanted to help. Why don't you think about your friend's mother's kind offer?

c ☐ How about joining a club to meet people with similar interests? You don't have to belong to only one group of friends.



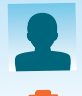
Language

Remember!

- Use *must* to talk about things that are necessary, and *mustn't* for things that are necessary to avoid.
  Friends **must** keep secrets. I **mustn't talk** to some people in the class.
- Use *have to* when something is essential to do (you have no choice), and *don't have to* when something is not essential to do.
  I **have to** be good at science subjects. You **don't have to** see this as a negative thing.
- Use *should / shouldn't* for advice or to talk about things that are or are not a good idea to do.
  You **should** talk to them. People **shouldn't** tell others this sort of information
- Use *might* to say that something is possible or uncertain.
  They **might** be more understanding than you think.
  I **might** go to the stadium, but I'm unsure.

Writing

5 Read the problem and then write your advice in your notebook. Use some of the verbs from the *Remember!* box.



I find it difficult to feel positive about school these days. I am anxious about my exams, and I often feel lonely. I am too embarrassed to tell anyone that I feel upset.





For more practice, go to the Ministry of Education website.



6 Lesson 3

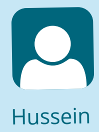


Reading

1 **Read the blog quickly and answer the questions. Use your dictionary for difficult words.**

1 What negative experience does it describe?

2 What message does Hussein want to share with the readers?



Hussein
★★★

I always wanted to be part of a certain group of popular students. One day, they suggested that we **cyberbully** a boy in my class called Eyad, so I wrote an unkind comment about him on social media.

I thought that my friends would think it was funny. I didn't realise that they were **joking**, and I was the only one to write an unkind comment.

Eyad read my comment and the next day he didn't want to come to school. I had to tell my parents, and they couldn't understand why I did it. Then, the other students did not want to **include** me in their group. I am so embarrassed about what I did.

However, I hope my experience will have a positive result, too. I didn't have to do what my friends suggested. You should think before you do something. Some online messages can hurt people very badly.

I was able to say sorry to Eyad the next day. He is very kind and now we are friends. So, you should choose your friends carefully and always be kind to people.

Hussein

2 **Read the blog again and answer the questions.**

1 Why did Hussein want to be friends with a certain group of students?
They were popular.

2 Why did he write an unkind comment about Eyad? ....

3 How did Eyad feel when he read the unkind words? ....

4 How did Hussein's parents feel when they heard the news? ....

5 What was Hussein able to do the next day? ....



Life Skills

It is important to apologise when you do something wrong. It shows that you are brave enough to face your mistakes.

Speaking

3 Discuss the questions in pairs.

1 Do you think that Hussein is still good friends with the popular students? Why?

2 Do you think that Eyad is a good friend? Why?

Language

4 Complete the sentences with *had to, didn't have to, was able, wasn't able, could* or *couldn't.*

1 I couldn't understand the film because it was in a language I don't understand.

2 Hana lost her ticket to the concert, but luckily, she .... to buy another one that evening.

3 Hazem is really tired this morning. He .... stay up late last night to revise for a maths test.

4 The baker's was closed, but we .... buy some bread from the shop next door.

5 I tried to go into the building, but the door was locked and I .... to open it.

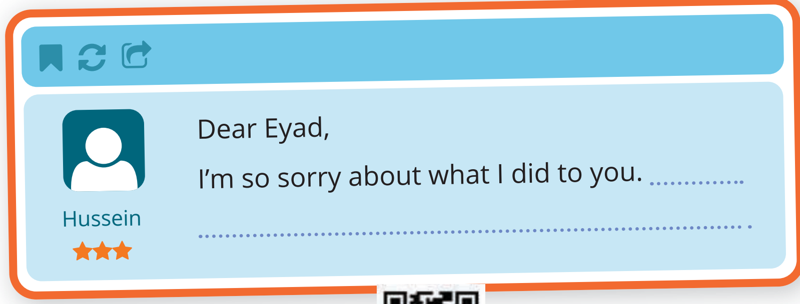
6 Malak .... buy more rice because we had lots already!

had to / didn't have to, was / wasn't able to, could / couldn't

- Use *had to / didn't have to* to talk about things that were or were not necessary or essential to do in the past.
  I **had to** tell my parents about the problem that I faced.
  I **didn't have to** do what my friends suggested.
- Use *was (wasn't) able to / could / couldn't* to talk about past abilities.
  I **was able to** say sorry to Fawzi. We **were able** to push the car.
  They **couldn't** understand why I did it.

Writing

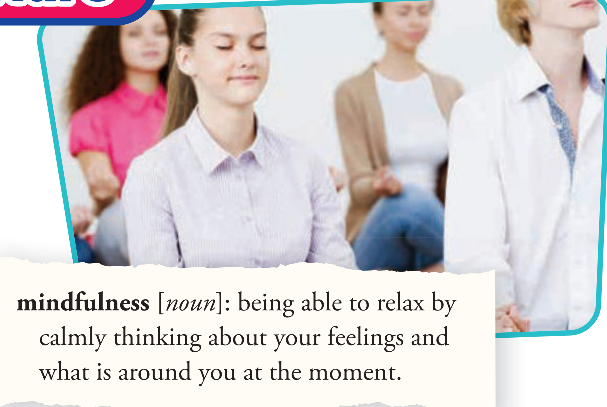
5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.





For more practice, go to the Ministry of Education website.

6 Lesson 4 Culture



Reading

1 Read the definition of *mindfulness*. Which three things do you think people do in a mindfulness class? Discuss in pairs.

mindfulness [*noun*]: being able to relax by calmly thinking about your feelings and what is around you at the moment.

- try to remember facts
- breathe slowly
- relax
- try to think about the present, not the future or past
- go to sleep

2 Read the text and check your answers to Exercise 1. Use your dictionary for difficult words.

THE DAILY NEWS

As part of a plan to improve students' **mental health**, more than 350 schools in the UK recently introduced mindfulness as a part of the timetable. In a mindfulness class, students learn to **breathe** slowly and to only think of the present. It isn't easy. We usually think about things we have done in the past or things we have to do in the future. However, trying to think only about the present helps us to **relax**, and to really think deeply about everything we are doing at the moment. This helps to stop us from feeling anxious or worried about things we have done or have to do. Students say that mindfulness helps them to feel better about themselves, and afterwards, they do better at their school work, too.



Listening

3 Listen to some students talking about mindfulness. Put the following things they mention in the correct order.

BE MINDFUL!

a [ ] try to think about only what is around you

b [ ] find happiness in everyday things

c [1] understand your feelings

d [ ] breathe in and out slowly

4 Listen to the students again and answer the questions.

1 Which negative feeling does one of the speakers mention? Feeling angry

2 What does mindfulness teach you to do with negative feelings? ....

3 How can breathing help you? ....

4 Why does mindfulness teach us not to think about the future or the past? ....

5 How can you find happiness in a simple thing like eating your favourite food? ....

Speaking



5 Discuss the questions in pairs.

1 Would you like to try mindfulness? Why?

2 How do you think mindfulness could help you?

For more practice, go to the Ministry of Education website.



Speaking

1 Work in pairs. Tick ✓ what you think a good listener does.

A good listener ...

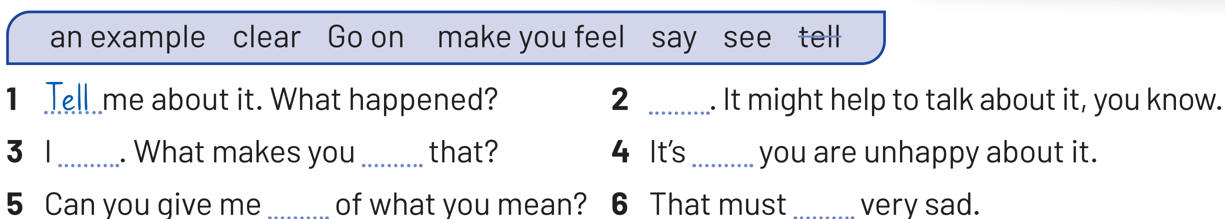
1 doesn't tell me what to do. ✓
2 gives me advice but only if I ask for it. ☐
3 tries to talk about something else. ☐
4 listens without **interrupting** me. ☐
5 looks interested in what I am saying. ☐
6 asks questions to make sure they really understand the problem. ☐
7 tells me about their own problems. ☐
8 shows that they are listening. ☐
9 tells me everything is OK and my problem isn't serious. ☐
10 tries to help me explain my feelings more clearly. ☐

Listening

2 Listen to four conversations and answer the questions.

1 Which listeners 1–4 have good listening skills? Listeners 2 and 4
2 What mistakes are some listeners making? ....

3 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.



an example   clear   Go on   make you feel   say   see   ~~tell~~

1 Tell me about it. What happened?
2 .... It might help to talk about it, you know.
3 I .... What makes you .... that?
4 It's .... you are unhappy about it.
5 Can you give me .... of what you mean?
6 That must .... very sad.

Speaking

4 Work in pairs. Take turns to be A and B.





Student A: Tell Student B that you are anxious about your exams. Then listen to your partner. Show good listening skills.

Student B: Listen to your partner. Show good listening skills. Then tell Student A that some people are unkind to you.

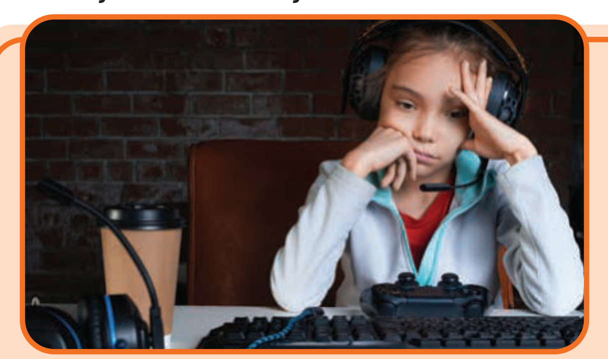


For more practice, go to the Ministry of Education website.

6 Lesson 6

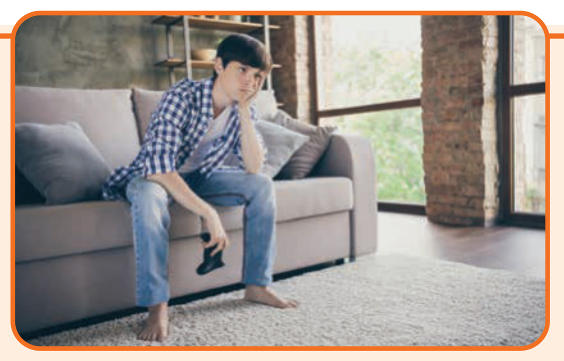
Reading

1 Read about Dalia's day. Which parts of the day are positive for her? Which are negative? Use your dictionary for difficult words.



Dalia gets ready for school. She can hear her parents talking to her older brother. He is not doing well at school and they are worried about his exams. She is worried about her brother, too. Before leaving for school, she says goodbye to her brother. He does not look happy and this makes her feel even worse.

Dalia tries to stop her brother playing video games. She tells him that he should study, but he does not listen. Then she looks on social media for some advice, but she can't find anything useful. Instead, her friends just tell her about what they did that day.



The first lesson at school is science. Dalia works hard and does some good work.

The afternoon lessons don't go well. Dalia can't stop thinking about her brother. How can she encourage him to work harder?

Dalia goes home. Her brother is playing video games. Dalia's parents don't know what to do about him.

She wants to tell her friends about her worries, but she finds it difficult to talk about her feelings. So she tells them she had a good day.

2 Read the text again and answer the questions.

1 Do Dalia's lessons go well in the afternoon? Why?
No, they don't go well. She can't stop thinking about her brother.

2 How do the other members of Dalia's family feel? How does this make Dalia feel?
....

3 In what ways does Dalia find social media unhelpful? ....

4 Why don't Dalia's friends realise how she really feels? ....

3 Discuss this question in pairs.

What do you think might happen if Dalia ...

- talks to her friends about her problems?
- talks to a teacher?
- does nothing?



4 How can you help Dalia? Discuss your ideas with the class. What do you all agree on?

For more practice, go to the Ministry of Education website.



Review

1 Complete the text messages with words from the box.

achievement ~~appearance~~ breathe embarrassed lonely mental health negative positive secret upset

I'm worried about my friend. She is so unhappy about her [1] appearance. How can I help her feel more [2] .... about herself? People like her and she has won prizes for her art; the only [3] .... thing about her is her opinion of herself. It's really bad for her [4] ....

I'm sorry she feels this way. You say that she has won art prizes - you could try to tell her that this is a wonderful [5] ....

I've just moved here and I'm the only person in my class who isn't from this country. I'm [6] .... to talk to people because I can't speak the language well. I haven't told anybody about this and I want it to be a [7] .... My parents know I feel a bit [8] .... but they don't know why.

It can be [9] .... being the only person from another country, but don't worry about your language ability. Try to [10] .... in and out calmly, and then talk to people. Nobody minds when people make mistakes!

2 Choose the correct words to complete the sentences.

1. Sorry Mum, I **wasn't able to / didn't have to** do the shopping for you, because the shops were closed when I got there.
2. You **couldn't / didn't have to** make coffee for us. We have a machine to make it!
3. Before we had the internet, we **must / had to** find all our information in books.
4. **Did you have to / Could you** walk when you were two years old?
5. My mother told me I **didn't have to / wasn't able to** walk until I was about three!

Project

Make a poster about teenage problems.

1. In groups, brainstorm things that make many teenagers unhappy or worried.
2. Make a digital 'word cloud' or draw the words on the poster.
3. Read about ways other students **cope** with their problems below. Which do you agree with?
4. Write your own tip for looking after your mental health and add it to the poster.
5. Display your posters in the classroom for everyone to read.



Exercise helps me to calm down when I'm angry.

I write my feelings in a diary.

Listening to music really helps me.

My advice would be to talk to someone you trust.



For more practice, go to the Ministry of Education website.

Review **B** **Lesson 1**



Reading

1 Complete the text with the correct form of the verbs in brackets. Use your dictionary for difficult words.

Aya Ayman Abbas is a young Egyptian Paralympic swimmer with an incredible list of achievements. She was born in Cairo and she [1] joined (join) a swimming club when she was six. She [2] ………… (can not) walk, but at the age of eight, she was already swimming in national competitions. When she was 16, Aya [3] ………… (become) the first and youngest Egyptian swimmer to enter the 2016 Rio Paralympic Games.

Aya [4] ………… (have to) face many challenges in her life. When she first started swimming, there weren't any swimming teams or equal **opportunities** for disabled people. Aya [5] ………… (able to) achieve her goals with the support of her parents. However, since that time, life [6] ………… (become) a lot more positive for young disabled athletes.

Aya is now a member of the Egyptian Paralympic team. Although she has a busy life as a university student, she is also a campaigner for disabled sports people. She [7] ………… (not stop) training since her last event. She is a true role model for all Egyptians!

2 Read some more facts about Aya and choose the correct word.

1 Aya says she has loved swimming **since / for** she was a child. (since circled)
2 She has won the Egypt Cup three times **yet / already**.
3 She was the first female Egyptian swimmer to win medals at a World Championship **for / since** 1910.
4 She has been a member of the Egyptian national swimming team **for / since** more than ten years, **for / since** she was eight years old.
5 No other Paralympic Egyptian girls have been faster swimmers than Aya **yet / already.**

Listening

$$ax^2+bx+c=0$$
$$x=?$$

3 Listen to two conversations. Which two problems do the speakers talk about?

a a contest
b their appearance
c a disability
d a secret

4 Listen again and answer the questions.

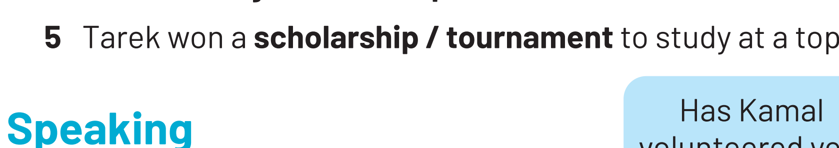
1 How does Lina feel about her problem? She feels anxious.
2 How does she think her parents will feel if things don't go well for her? …………
3 Who does Ola think Lina should talk to? …………
4 Why doesn't Tamer want to tell Hany about his problem at first? …………
5 Why is Tamer not able to say he is sorry to his friend? …………
6 What does Hany think that Tamer should do? …………



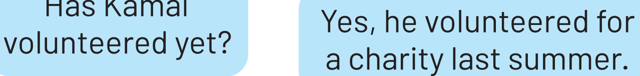
Vocabulary

1 Choose the correct word.

1. Yesterday, I called my teacher 'Dad' and everyone laughed. I felt very (**embarrassed**) **/ joking**!
2. My grandfather likes to tell us about his incredible **results / experiences** when he lived in the desert.
3. When you are upset, try to talk to a good friend who is **creative / understanding** and will listen to you.
4. Please don't **join / interrupt** the teacher when she is talking.
5. Tarek won a **scholarship / tournament** to study at a top university.



Speaking





2 Work in pairs to read the fact file about Kamal. Then ask and answer.

Student B: Answer about Kamal's goals

- volunteer (last summer) ✓
- travel to all the countries of Africa (Tanzania) ✓, all the others ✗
- get top results in school exams ✗
- organise a community social media network ✓ (2020)
- climb Mount Kilimanjaro ✗
- go snorkelling in the Red Sea ✓ (two years ago)
- win a writing competition ✓ (Young Writers of Egypt Award, 2019)
- biggest achievement: Young Sports Champion (2019, 2021)

Writing

3 Write a paragraph about your goals and achievements. Think about the following questions.

- Which goals have you achieved already?
- Which goals haven't you achieved yet?
- What is your biggest achievement?
- When did you achieve this?




For more practice, go to the Ministry of Education website.





Term 2

New Hello!

English for Preparatory Schools

Year Three

Student's Book

Jo Cummins, Barbara Mackay,
Cheryl Pelteret and Julie Penn

Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 3: The environment	**7 Our world**		Page 2
	Reading: A text about natural wonders of Egypt; a project about Wadi al-Hitan; *Black Beauty*, by Anna Sewell; an information text about mongooses **Writing:** A fact file about a natural wonder; a short article about an animal **Listening:** A talk about habitats; a description of a natural wonder; a discussion about a story; conversations asking for clarification **Speaking:** Talking about animals, animal habitats and natural wonders; expressing lack of understanding and asking for clarification	**The present simple passive (revision)** *Warm, wet areas are called a rainforest.* *These areas are known as polar habitats.* **The present simple passive with *by*** *Egypt is visited by more than 14 million tourists.* *The national park is surrounded by grasslands.* **The past simple passive** *Hundreds of fossils of ancient whales were found by scientists in 1902.* *It was discovered that these whales belong to the same family of animals as camels and giraffes.*	**Life Skills:** Respect for diversity in nature **Values:** Curiosity: encouraging inquiry **Issues:** Environmental and development issues: environmental responsibility
	8 Protecting our planet		Page 12
	Reading: An article about climate change; a post about a school project; blogs about a recycling project and weaving; a text about seagrass **Writing:** A plan for a recycling project; a speech about how to keep air clean; a project about a habitat **Listening:** A radio report about an environmental problem; a discussion about printer cartridges; identifying word stress; a speech about helping the environment **Speaking:** Discussing environmental problems; giving a speech	**The first conditional (revision)** *If families collect their paper, plastic and metal, we will pay for them.* *If our seas become warmer, coral reefs will die.* **Verb + *to* or *-ing*** *We need to use cleaner renewable energy.* *We must avoid polluting the environment.*	**Life Skills:** Problem solving and decision making **Values:** Integrity **Issues:** Environmental and development issues: environmental pollution; environmental responsibility
	9 Build a greener world		Page 22
	Reading: A webpage about mangrove trees; *The Iron Woman* by Ted Hughes; short web posts about how to help the environment; a report about the Great Green Wall initiative **Writing:** A report about a green initiative in Egypt or Africa; answers to a survey **Listening:** A conversation about sustainable living; a discussion about a story; a television interview about a solar farm **Speaking:** Discussing how to live more sustainably; asking about, giving and responding to opinions; conducting a survey	***used to* (revision)** *We used to get all our shopping in plastic bags.* *We didn't use to get energy-saving light bulbs, but we do now.* **The second conditional** *If there were more mangrove trees, there would be fewer floods.* *If we lived in Hurghada, we would go to the beach.* **The second conditional with *could*** *The problems caused by rising sea levels could get worse if they didn't plant new mangrove forests.*	**Life Skills:** Problem solving and decision making **Values:** Objectivity **Issues:** Environmental and development issues: sustainable development
	Review C Revision of Units 7–9		Page 32

Unit 7

Lesson 1

Our World

Reading: A fact file about natural wonders of Egypt; a project about Wadi al-Hitan; *Black Beauty* by Anna Sewell; an information text about mongooses

Writing: A fact file about a natural wonder; a short article about an animal

Listening: A talk about habitats; a description of a natural wonder; a discussion about a story; conversations asking for clarification

Speaking: Talking about animals, animal habitats and natural wonders; expressing lack of understanding and asking for clarification

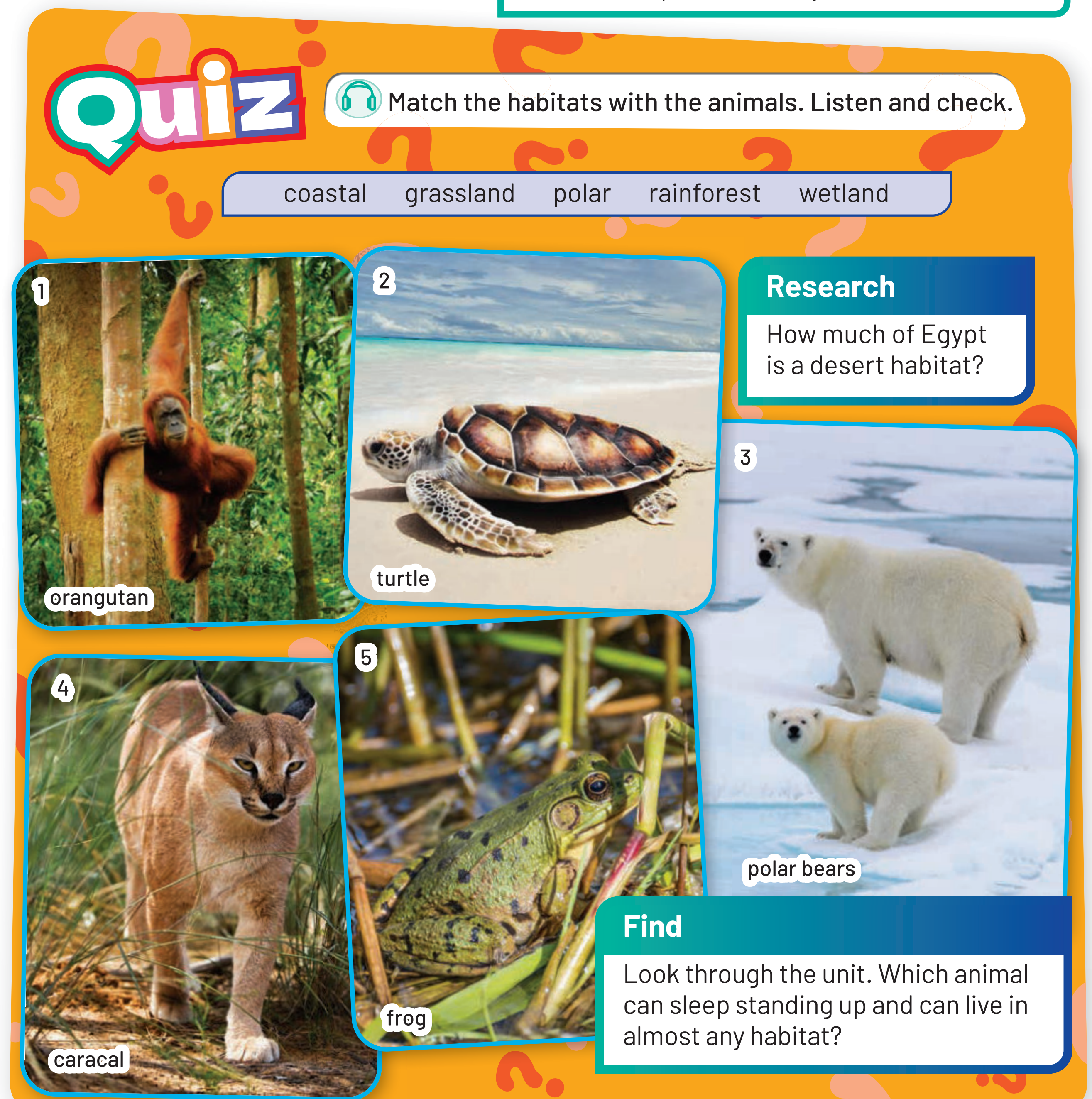
Language: The past simple passive with and without *by*

Life Skills: Respect for diversity in nature

Quiz

Match the habitats with the animals. Listen and check.

coastal grassland polar rainforest wetland



Research

How much of Egypt is a desert habitat?

Find

Look through the unit. Which animal can sleep standing up and can live in almost any habitat?

Listening



1 Listen to a talk about habitats. Which of the habitats from page 2 does the speaker talk about?

2 Listen again and answer the questions.

1. Where are coastal habitats found?
   They are found along the coast of the sea.
2. Why does the **caracal** like a grassland habitat? ....
3. Which kind of habitat gets the most rain? ....
4. Where do more than half of the world's animals live? ....
5. What kind of habitat is the area around the Nile Delta called? ....
6. Why do you think that only a few animals can live in polar habitats? ....

Language

Remember!

Use the verb *am/is/are* + past participle (the present simple passive) when the action is more important than who does it, or when we do not know (or it is not important) who did something.

People **call** warm, wet areas a rainforest. (active) ➔ Warm, wet areas **are called** a rainforest. (passive)

We **know** these areas as polar habitats. (active) ➔ These areas **are known** as polar habitats. (passive)

3 Work in pairs. Take turns to be Student A and Student B.

Student A: Describe a habitat for your partner to guess. Try to use the present simple passive.

Student B: Listen to Student A. Name the habitat and an animal that lives in that habitat.

These habitats are found at the top and the bottom of Earth. They are covered by ice.

They are polar habitats. Polar bears live there.





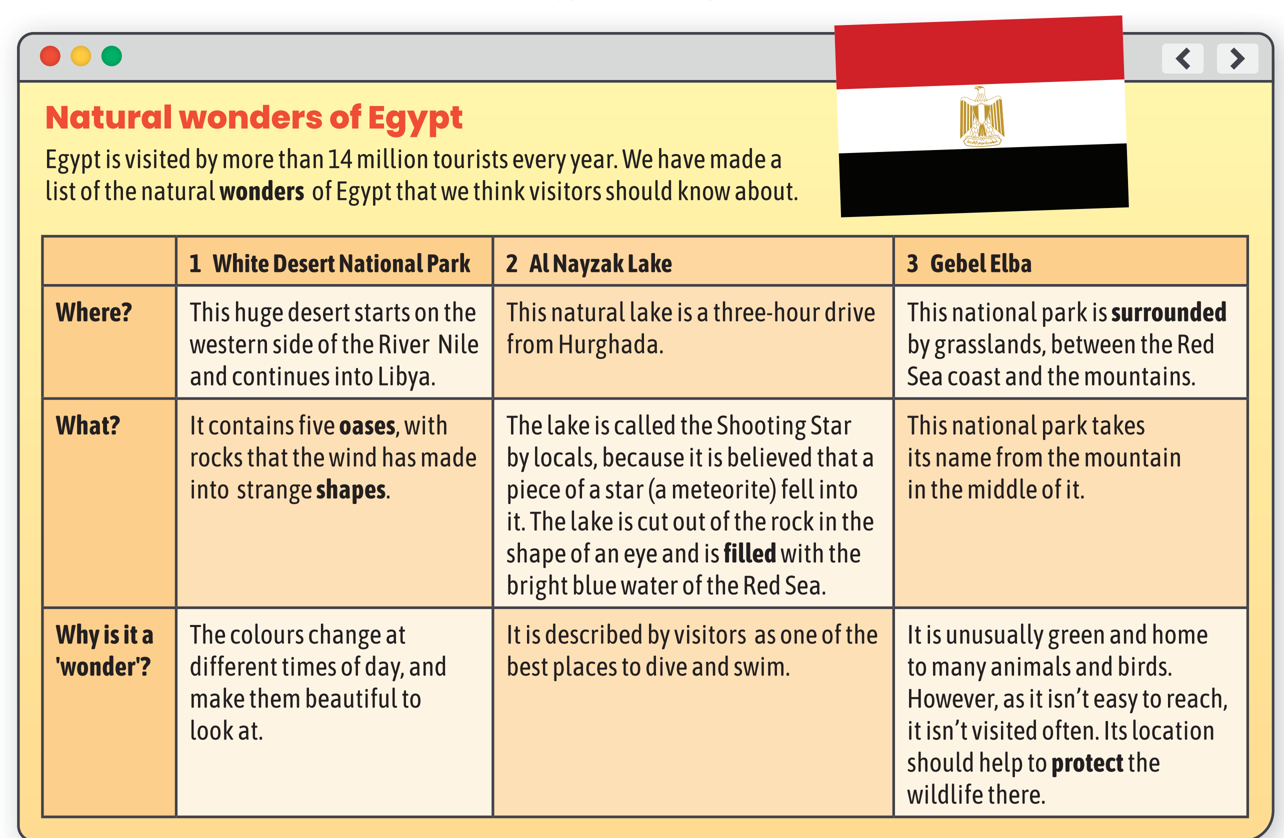
For more practice, go to the Ministry of Education website.

7 Lesson 2

Reading

1 Read the online article quickly and discuss the questions in pairs.

1. How many of these places do you know about?
2. Which other natural wonders of Egypt would you add to the list?



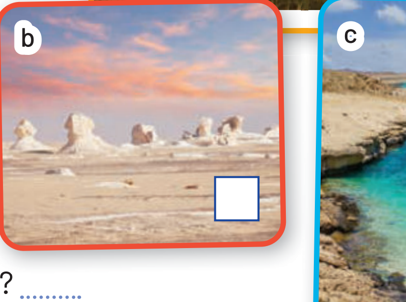
Natural wonders of Egypt

Egypt is visited by more than 14 million tourists every year. We have made a list of the natural **wonders** of Egypt that we think visitors should know about.

	1 White Desert National Park	2 Al Nayzak Lake	3 Gebel Elba
Where?	This huge desert starts on the western side of the River Nile and continues into Libya.	This natural lake is a three-hour drive from Hurghada.	This national park is **surrounded** by grasslands, between the Red Sea coast and the mountains.
What?	It contains five **oases**, with rocks that the wind has made into strange **shapes**.	The lake is called the Shooting Star by locals, because it is believed that a piece of a star (a meteorite) fell into it. The lake is cut out of the rock in the shape of an eye and is **filled** with the bright blue water of the Red Sea.	This national park takes its name from the mountain in the middle of it.
Why is it a 'wonder'?	The colours change at different times of day, and make them beautiful to look at.	It is described by visitors as one of the best places to dive and swim.	It is unusually green and home to many animals and birds. However, as it isn't easy to reach, it isn't visited often. Its location should help to **protect** the wildlife there.

2 Read the article again and match the fact files with the photos.


a


b


c

3 Read the article again and answer the questions.

1. What caused the strange shapes of the rocks in the White Desert National Park? The wind
2. How does the time of day change the appearance of the rocks? ....
3. What do people think fell into Al Nayzak Lake? ....
4. Which kinds of habitats can be found at Gebel Elba? ....
5. Why isn't Gebel Elba visited by more tourists? ....

Language

4 Rewrite the sentences in the passive with *by*.

1 Many people visit the national park every year.
The national park is visited by many people every year.

2 Every year, turtles lay eggs on the beach. ....

3 Birds and animals eat some of the turtles' eggs. ....

4 Volunteers clean the park and beaches. ....

5 We don't cut down trees. ....

The passive with *by*

Use the passive with *by* when you need to focus on the person or thing doing the action.

More than 14 million tourists visit Egypt every year. → Egypt **is visited by** more than 14 million tourists every year.

Locals call the lake 'The Shooting Star'. → The lake **is called** 'The Shooting Star' **by** locals.

Grasslands surround the national park. → The national park **is surrounded by** grasslands.

Tourists don't visit Gebel Elba. → Gebel Elba **isn't visited** by tourists.

Listening

5 Listen to Randa and Nihal discussing a natural wonder of Egypt. Why is it a good idea to ask local people to take you to Wadi al-Weshwashy on a day-trip?



6 Listen again and complete the table.

	Wadi al-Weshwashy
Where is it?	
What can you see?	
What can you do there?	



Writing

7 Choose a place that you think should be one of Egypt's natural wonders. Use the fact file in Exercise 6 as a model to write a fact file about it. Also show why it should be a wonder.

Life Skills

How do we show respect for nature? Tick.

- ☐ I think about how much water I use.
- ☐ I don't destroy plants or trees.
- ☐ I take nothing from nature – only photos.
- ☐ I put litter in the bin.
- ☐ I try not to pollute the environment.

Speaking

8 Work in pairs to ask and answer questions about your fact file.

Where is it?

It's near Aswan.

What can you see?





For more practice, go to the Ministry of Education website.

7 Lesson 3

Reading

1 Look quickly at the title of Huda's project and the photos. Discuss the questions in pairs.

1 What do you think a fossil is?
2 What fossils of animals do you expect to find in the desert?

2 Read the project and find a sentence to show the following.

1 There are a lot of animal fossils at the Fayum Depression but they are not what you think.
Many ancient fossils are often found here, but the species of animal fossil might surprise you.
2 In 1902, scientists found many whale fossils. ....
3 Some of the fossils were not damaged and were very long. ....
4 Wadi al-Hitan is now a famous international place. ....
5 Not many people go there. ....
6 Scientists will learn more about the whales in the future. ....



Fossils of the desert

The Fayum Depression is an area of desert, southwest of Cairo. Many ancient **fossils** are often found here, but the **species** of animal fossil might surprise you: crocodiles, turtles and whales. The most amazing fossils are the whale fossils. At Wadi al-Hitan, 'The Valley of the Whales', hundreds of fossils of ancient whales were found by scientists in 1902. The scientists were surprised to find out that these whales had legs, so they once walked on land.



In 2005, the fossils at Wadi al-Hitan were studied by a team of international scientists. The fossils were **preserved** really well and some of them were 21 metres in **length**. It was discovered that these whales belong to the same family of animals as camels and giraffes.

The fossils are so important that Wadi al-Hitan was called a UNESCO World Heritage Site in 2005. However, it is very **remote**. As a result, it is only visited by about 1,000 people a year.

Today, Egyptian scientists are studying some of the fossils at Mansoura University using some of the latest technology, and they hope to learn more about these amazing whales of the desert.

Vocabulary

3 Complete the sentences with the words in bold from the text.

1 In the museum, we saw some *fossils* of animals that lived thousands of years ago.
2 The village is 80km from the nearest city. It is very ....
3 My grandmother always .... fruit in a jar with sugar and water.
4 The longest snake in the world is more than six metres in .... !
5 Scientists are still discovering new .... of plants and animals every year.

Speaking

4  Discuss in pairs. What is a depression? Does it have the same weather as the desert? Why?

Language

5 Write these sentences in the past simple passive.

white rhino


panda

1 Scientists found animal fossils in the Fayum Depression.

Animal fossils were found in the Fayum Depression.

2 A team of scientists studied the fossils at Wadi al-Hitan. ....

3 About 1000 people visited Wadi al-Hitan last year. ....

4 Some researchers found whales with legs. ....

6 Listen and choose the correct answer.

1 A list of the new Seven Wonders **is made / was made** in 2007.

2 The city of Petra **named / was named** as one of the new Seven Wonders.

3 The Taj Mahal **are built / was built** by Shah Jahan.

4 The Great Wall of China **was built / built** with rice.

7 Listen again and check your answers.

The past simple passive without *by*

Use *was/were* + past participle (the passive simple passive) when a past action is more important than who did it, or when we do not know (or it is not important) who did something.

Scientists **found** hundreds of fossils of ancient whales in 1902. → Hundreds of fossils of ancient whales **were found** in 1902.





Speaking

8 Research an important building. Then ask and answer the questions about it in pairs.

1 When was it built?

2 Who was it built by?



For more practice, go to the Ministry of Education website.

7

Lesson 4

Reading

1 Look at the photo of horses and carriages and discuss the questions in pairs.

1 What job do you think the horses do?
2 Do you think the horses enjoy this work? Why?

2 Read this part of a story about a horse called Black Beauty by Anna Sewell. What problems did Ginger have?

3 Choose the best meaning for the words in bold from the story.

1 carriage: something that people **travel / work / live** in, that is pulled by a horse
2 owner: the owner of an animal is the person who has **bought / seen / used** it
3 stable: a building where a horse **learns what to do / sleeps / works**.
4 treat: if you treat someone well, you **laugh at / are nice to / are unkind to** them

4 Read the story again and answer the questions.

1 Why did some of the horses work all night?
The drivers were very poor.
2 Why was this a problem during the next winter? ....
3 In what ways was Black Beauty lucky? ....
4 How do we know that Ginger is not very healthy? ....



Black Beauty

By Anna Sewell

The next winter was very hard for all the horses. The weather was terrible. There was rain every day and it was often windy. Some of the drivers were very poor, so their horses worked all night. Other horses did not have **stables**. They stayed out all night and got wet and cold. I was lucky because Jerry was a kind **owner** and I was always put in a warm stable.

One day Jerry and I waited for work next to a park. I watched as an old **carriage** drove up next to us. It was pulled by a horse who was thin and looked tired. I looked again and saw that it was my old friend, Ginger. She looked terrible.

We talked for a short time. Ginger was very unhappy. She had had many different homes and worked very hard. All her owners were unkind to her and **treated** her badly.

'You're my only friend,' Ginger told me before her owner drove her away.

I understood that I had a much better life than many other horses.

Speaking

5  Discuss the questions in pairs.

1 What do you think will happen next to Ginger?
2 What other animals are used to do work for us?
3 How should you treat animals that work for us?

For more practice, go to the Ministry of Education website.



Listening

1 Listen to Samir and Taha discussing the story of *Black Beauty*. Choose the correct answers.

1 What doesn't Samir understand?

  a What the word 'personification' means.

  b What the story is about.

2 How does Taha explain it to Samir?

  a He repeats it.

  b He gives an example, and tries to say it a different way.



2 **Listen again and put the expressions in the order that you hear them.**

a ☐ I'm still confused. Could you say that another way?

b 1 I'm sorry, but I'm not sure what you mean by that.

c ☐ Could you give me an example?

d ☐ When you say ..., do you mean ... ?

e ☐ Ah, I see. I understand that now.

3 **Listen to three more conversations and match them with the topics they talk about a–c.**

a ☐ Explaining how something works

b ☐ Discussing an opinion

c 1 Asking for directions

Speaking

4 Work in pairs. Take turns to be Student A and Student B. When you do not understand something, use the expressions from Exercise 2.

Student A: Ask Student B for directions to a place.

Student B: Give Student A directions to a place.

How do I get from the school to the supermarket?

Take the second turning, the supermarket is next to the bank.



For more practice, go to the Ministry of Education website.

7 Lesson 6

Reading

1 **Read the article quickly and answer the questions in pairs.**

1. What is the aim of the text?
2. How do the headings help to organise the text?
3. How do the labels on the photograph help you?

2 **Read the article again and answer.**

1. What do you call the short, fine hair of an animal? ....
2. What is the aim of the introduction?
3. Find examples of the present and the past simple passive. ....
4. Choose a suitable heading for paragraph 4. ....

Writing

3 **Plan a fact file about an Egyptian species of bird or animal.**

1. Use the internet to research facts about the animal.
2. Use the facts to complete the table.

Introduction to species:	
• Appearance: • Skills: • Habitat: • Food: • Lifestyle:	
Useful words for photo labels:	



Introduction

There are about 30 different species of mongooses in the world.

Appearance

A mongoose has a long body, with short legs and a long tail. Their bodies are covered by thick **fur**.

Skills

Mongooses can see and hear very well, which helps them to find food and avoid danger. Mongooses are famous for fighting snakes. They are able to kill snakes by biting them.

Habitat

The mongoose is found in Africa, Asia and parts of Europe. It lives in forests, wetlands or grasslands, under the ground or rocks. In the 1800s, mongooses were taken to live in several islands in Hawaii and the Caribbean to control the rat **populations** there. However, they are **endangered**, mainly because of **deforestation** and loss of habitat.

....

Mongooses eat small animals such as rats, birds, frogs and lizards, and also seeds, eggs and nuts.

Lifestyle

Mongooses are **active** during the day and sleep at night. Although some live alone, many live in large groups of up to 50, where each one has a role to play: some hunt and others look after the young. They can live for up to ten years in the wild.

4 **Write a paragraph giving information about the species of animal or bird you researched in your notebook.**

- Use examples of the present or past passive
- Include facts, not opinions
- Include labels on pictures or photos to explain new words.

For more practice, go to the Ministry of Education website.



Lesson 7

Review

1 Complete the text with the words in the box.

~~coastal~~ fossils grasslands preserved species wetland

Much of the south of England is a [1] ....coastal.... habitat next to the sea. Today, sheep and cows enjoy the green [2] .... where they can eat. However, 250 million years ago, part of this coast was very different. It was then a hot, [3] .... habitat where animals like crocodiles lived in the wet land. We know this because hundreds of [4] .... are often found here. Many of them are very well [5] .... ,so scientists can study many [6] .... of animals from long ago.

2 Write the sentences in the past simple passive. Remember to include *by* when necessary.

1 A volcano formed that lake hundreds of years ago.
That lake was formed hundreds of years ago by a volcano.

2 Last year, they built many new homes near the river. ....

3 Children from local schools planted hundreds of new trees. ....

4 The sea caused the unusual cave. ....

3 Correct the verbs in brackets.

1 This school (built) .... five years ago.

2 These trees (plant) .... by clever school boys last summer.

3 Who (break) .... the glass of this window?

4 It is a nice photo; it (take) .... by my brother two days ago.

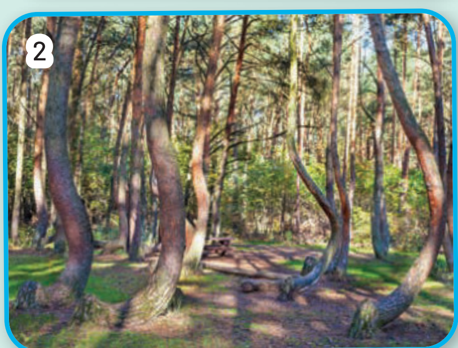
5 New roads (build) .... all over Egypt every year.

6 When was the Great Wall of China (build) ....?

7 The Pyramids (visit) .... by thousands of tourists every month.

8 The high heat (cause) .... the forest fires last month.





4 Write a short paragraph about an invention. Think about the following.

- Who was it invented by, and when?
- Why was it invented?
- What was or is it used for?

For more practice, go to the Ministry of Education website.

Unit 8

Lesson 1

Protecting our planet

Reading: An article about climate change; a post about a school project; blogs about a recycling project and weaving; a text about seagrass

Writing: A plan for a recycling project; a speech about how to keep air clean; a short report about a habitat

Listening: A radio report about an environmental problem; a discussion about printer cartridges; identifying word stress; a speech about helping the environment

Speaking: Discussing environmental problems; giving a speech

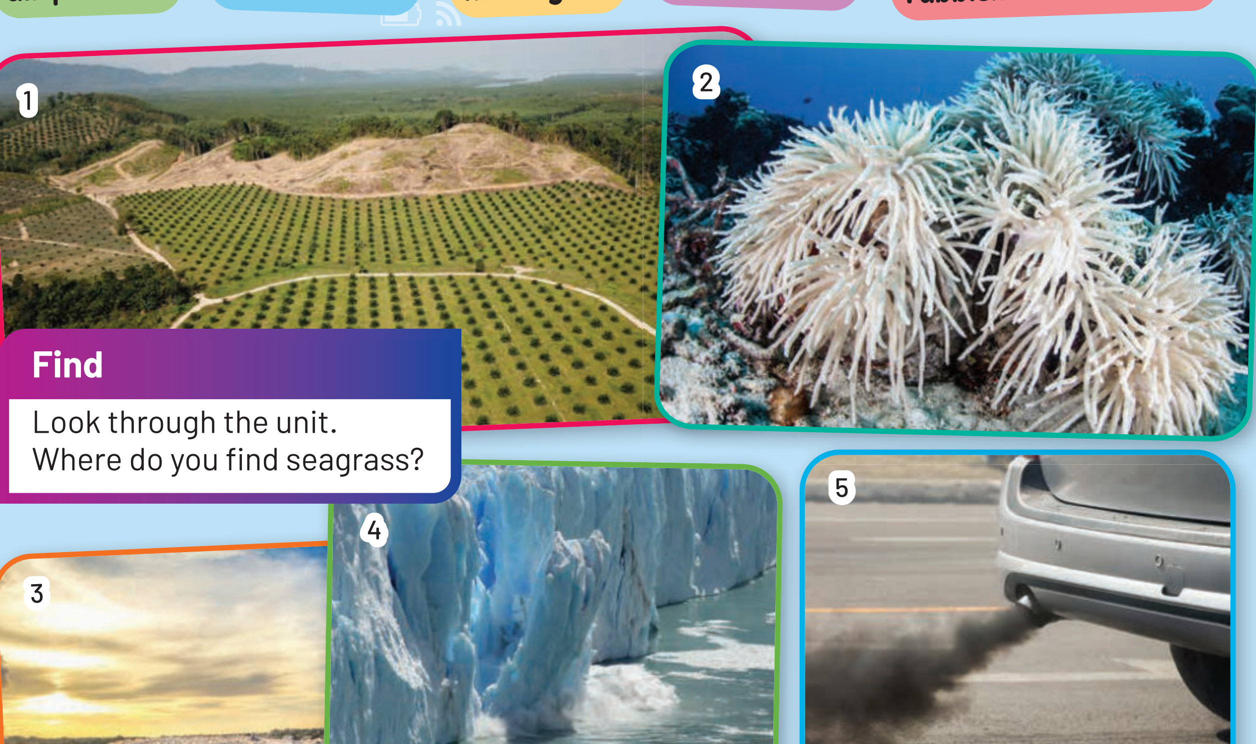
Language: Verb + *to* or *-ing*

Life Skills: Problem solving and decision making

Discuss

Match the environmental problems with the photos. Which of these problems do you think is the most serious for our planet? Use your dictionary for difficult words.

air pollution | deforestation | melting ice | warmer seas | rubbish in landfill sites



Find

Look through the unit.
Where do you find seagrass?

Research

Find out how much of the Amazon rainforest is lost each year.



Lesson 1

8



Listening

1 Listen to the radio programme. Which of the environmental problems on page 12 will this project help to stop?

2 Listen again and answer the questions.

1 Where is this project happening? In Cairo, Giza and Fayoum.
2 How many women volunteers are there? ....
3 What do the volunteers ask the families to do? ....
4 What do the volunteers give the families for their rubbish? ....
5 What will the volunteers do with the rubbish? ....



Language



Remember!

Use *if/when* + present simple + *will* to talk about things in the future which we think will probably happen. ***If*** *families* ***collect*** *their paper, plastic and metal, we* ***will pay*** *them for doing this.*

3 Complete the sentences using the words in brackets.

1 Our environment will be cleaner (recycle / our rubbish).
Our environment will be cleaner if we recycle our rubbish.
2 If our seas become warmer, (coral reefs / die). ....
3 If we burn plastic rubbish, (pollute / the air). ....
4 We'll save water (only take / showers). ....
5 Climate change will get worse (not take / more action now). ....



Speaking

4 Discuss these questions in small groups.

1 Do you think that the recycling project in Giza, Cairo and Fayoum is a good idea? Why?
2 What does your family do with waste plastic, paper and metal?
3 What will happen if we don't recycle rubbish?



For more practice, go to the Ministry of Education website.

8

Lesson 2

Reading

1 Discuss this question in pairs.
Do you know what causes climate change and what we can do to help stop it?

2 Read the article. What produces a lot of carbon dioxide?



Search

Our planet is getting hotter and our weather is changing. There are more floods, **droughts** and forest fires than at any time in history. One of the reasons for this is **climate change**.

Climate change is caused by **greenhouse gases** such as carbon dioxide. These are made when we burn **fossil fuels** such as oil. Rubbish in **landfill sites** makes a greenhouse gas called **methane**. Deforestation also produces greenhouse gases. Trees **absorb** carbon dioxide from the air. When we cut down trees, the carbon dioxide stays in the air.

If we keep burning fossil fuels, climate change will get worse. So, we need to use cleaner **renewable energy** such as **solar energy** and wind power. We must start recycling more rubbish and stop putting rubbish in landfill sites. If we recycle more paper, we can avoid cutting down our forests. This will help **slow down** climate change.





3 Complete using words from the list.

fossil fuels absorb methane renewable energy ~~solar energy~~

1 the sun gives us this solar energy
2 a greenhouse gas from landfill sites ....
3 oil is one of these ....
4 clean energy from the sun or wind ....
5 to take in a liquid or a gas ....



4 Now write definitions for the other words in bold in the article in your notebook. You can use a dictionary.

5 Read the article again and complete the sentences.

1 Forest fires are increasing because our planet is getting hotter.
2 It is bad to put rubbish in landfill sites because ....
3 Trees keep the air clean by ....
4 Climate change will get worse if we ....
5 Solar energy and wind power are types of ....

Did you know?

About 8% of greenhouse gases come from food that is not eaten. Try not to waste any food!

Speaking

6 Work in pairs. Take turns to ask and answer questions about the text on page 14.

Student A

Why is the planet becoming hotter?

What gas does rubbish make when it is put in landfill sites?

How does deforestation cause greenhouse gases?

Student B

What gases do we make when we burn fossil fuels?

Why is recycling good for the environment?

Why are trees good for the environment?

Language

7 Complete the sentences with the correct form of the verbs in brackets.

1 If we keep burning (burn) fossil fuels, climate change will get worse.

2 We need .... (use) more renewable energy.

3 The government plans .... (plant) a lot of trees along the sides of streets.

4 You can choose .... (recycle) your plastic bottles.

5 We can avoid .... (cut) down the trees by building the road in a different place.

Verb + *to* or *-ing*

Use verb + *to* with verbs such as *need, plan, choose, decide*.

We **need to use** cleaner renewable energy.

Use verb + *-ing* with verbs such as *keep, avoid, enjoy*.

We must **avoid polluting** the environment.

Speaking

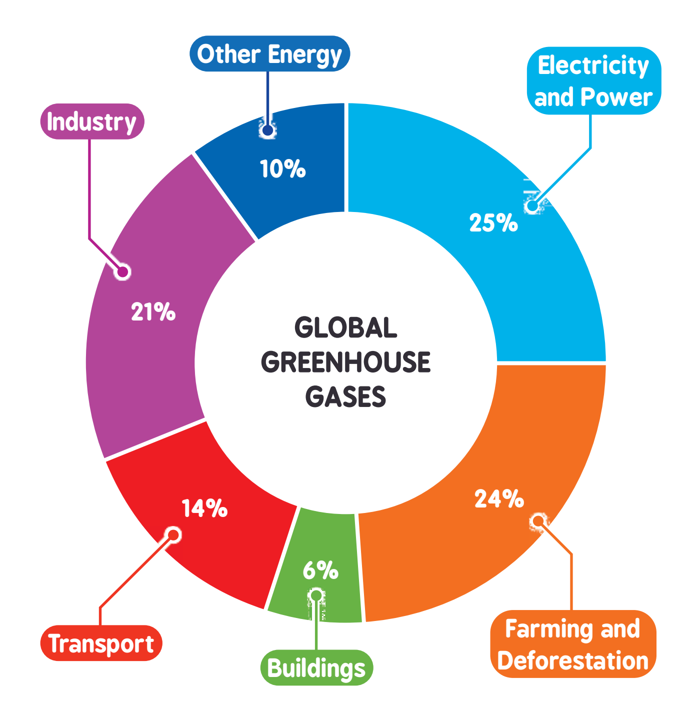
8 Work in pairs. Look at the graph and answer the questions.

1 What makes the most greenhouse gases?

2 What makes the least greenhouse gases?

3 Does farming and deforestation make more or less greenhouse gases than electricity and power?

4 Is there anything we could avoid doing that would help the environment?



For more practice, go to the Ministry of Education website.

8 Lesson 3



Listening

1 **Listen to Dalida and Sherifa talking then choose the correct answer.**

1 What is wrong with the printer?
- **a** It is broken.
- **b** It isn't connected to the computer.
- **c** It needs a new printer cartridge.





2 What does Dalida usually do with the old printer **cartridges**?
- **a** She uses them again.
- **b** She throws them away.
- **c** She sends them to someone.

2 **Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.**

1 The printer isn't broken. T
2 There isn't a new printer cartridge for the printer. ....
3 **Ink** from printer cartridges can get into the sea and kill fish. ....
4 Sherifa doesn't know how to recycle the printer cartridge. ....
5 Dalida and Sherifa want to start a recycling project at school. ....

Speaking

3 **Discuss the questions in small groups.**

1 Which of these do you think is worse for the environment? Why?
- air pollution
- water pollution
- rubbish in landfill sites

2 How can we help keep our air, water and land clean?

4 **Look at the words in the box. Listen again and complete the table with the correct word stresses. Not all words are in the Listening exercise.**

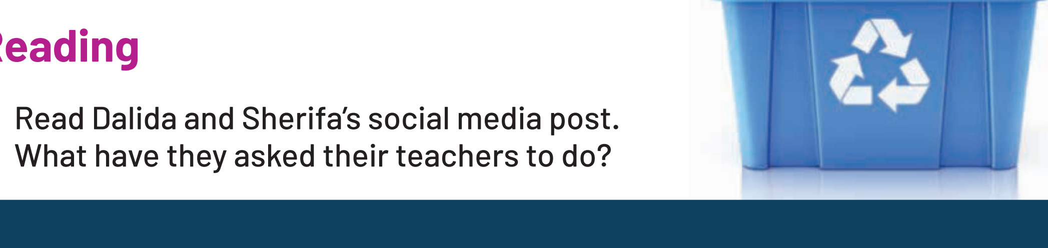
Two syllables	Three syllables	
O o	o O o	O o o
problem	expensive	family

cartridge
expensive family
horrible plastic
printer problem
recycle terrible



Reading

5 Read Dalida and Sherifa's social media post. What have they asked their teachers to do?



Our School recycling project!

The problem

Five classrooms in our school have a computer and a printer. At the moment, we throw away the printer **cartridges** with the school rubbish. But the **ink** inside printer cartridges is very bad for the environment. So we want to start a school recycling project.

What we are going to do

We have asked our head teacher, Mr Hamdi, if we can start a recycling project, and he said yes. He will let us put a recycling box in the classrooms with printers. We have written emails to all our teachers. We have asked them to put the old printer cartridges in the recycling boxes.

How you can help us

We will take the recycling boxes to the recycling centre every month. But we need volunteers to help us. If you would like to be a volunteer, please write your name and email below.

Thank you.
Dalida and Sherifa

6 Read the social media post again and answer the questions.

1 What do Dalida and Sherifa want to start? *A school recycling project*
2 Why do they want to recycle printer cartridges? ....
3 Where are they going to put the recycling boxes? ....
4 What did Mr Hamdi say when they asked him about the project? ....
5 What do they want volunteers to do? ....

Writing

7 Write a plan for a recycling project that you could start at your school. Choose one of the topics in the box and answer the questions.

Recycling project
plastic water bottles
paper, newspapers and magazines
glass bottles
old mobile phones
old computers

1 What is the problem?
2 What are you going to do?
3 Do you need to ask your teachers for help?
4 Do you need some volunteers? What do you want them to do?

For more practice, go to the Ministry of Education website.

8 Lesson 4 Culture



Reading

1 Read the blog about the Reform Studio in Cairo. What is made there?

HASSAN'S BLOG



Weaving is an Egyptian tradition, but there aren't many **traditional weavers** in Egypt today. So I was surprised to see three weavers working on traditional **looms** when I visited the Reform Studio in Cairo.

When Mariam Hazem and Hend Riad were students at university, they wanted to do something about plastic rubbish. They found a way of making old plastic bags into long **threads**, which they could make into **fabric** on a traditional loom. Then they used the plastic fabric to make colourful bags, chairs and small carpets.

Today their bags, chairs and carpets are sold in shops in Cairo and London. This is a fantastic project because it is great for the environment and great for one of our Egyptian traditions!

2 Look at the words in red. Use a dictionary to check the meanings. Then write them in your notebook.

3 Read the blog again and match to make sentences.

1 [d] There aren't many
2 [ ] Mariam and Hend wanted
3 [ ] They found a way of
4 [ ] The long threads
5 [ ] They made chairs, bags

a are made into fabric on looms.
b and small carpets from the plastic fabric.
c to do something about plastic waste.
d traditional weavers in Egypt today.
e making thread from plastic bags.

Speaking

4  Discuss the questions in small groups.

1 What could you recycle by making it into something else?
2 How would this help the environment?

Life Skills

We can all do something to help the environment. If you know of a problem, decide what you can do about it. Do some research and think of different solutions. Don't be afraid to ask for help. Make a plan before you begin.

For more practice, go to the Ministry of Education website.







Listening

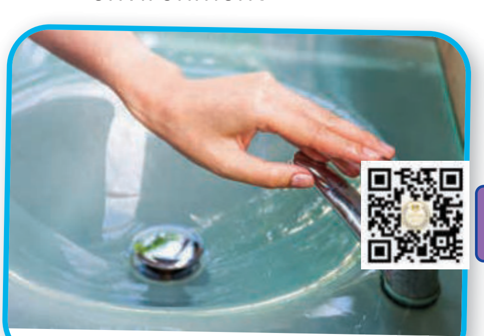
1 Listen to Ziad's speech. What is it about?

2 Listen to the speech again. Tick the expressions that Ziad uses.

1 ✓ Today, I'm going to talk about ...
2 ☐ I'd like to start by saying ...
3 ☐ To begin with ...
4 ☐ In the next part of my speech, I'd like to ...
5 ☐ To conclude ...
6 ☐ I'd like to finish by saying ...

3 Listen again and choose the correct answer that you hear.

1 We should all ... .
  a plant more trees
  b use less energy
2 Remember to turn off the lights ... .
  a at night
  b when you leave a room
3 Use washing up water ... .
  a to wash the car
  b to water your plants
4 Buy a glass water bottle ... .
  a to take to school
  b so that you can reuse it
5 We need to understand that ... .
  a the environment is our home
  b everyone can help the environment





Writing

4 Write a speech about how to keep our air clean and how to stop air pollution. Use the following tips to help you.

- Use the expressions in Exercise 2 to order and present your material.
- First, introduce your speech.
- Choose two or three subjects to talk about, e.g. transport, industry, etc.
- Describe two or three solutions for each subject.
- Finish by writing a conclusion.

Speaking

5 Work in groups. Take turns to read your speech to your group.

1 After you have read your speech, invite members of the group to ask you questions.
2 At the end, choose the most interesting speech. Read the speech to the class.

For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Look at the photo of seagrass. Can you think of any reasons why it is important for the environment?

2 Read the text and check your answers to Exercise 1.

3 Read the text again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Fish and turtles eat seagrass. ...T...

2 Seagrass is a dangerous place for baby fish. ....

3 Seagrass absorbs carbon dioxide from the ocean. ....

4 Rainforests absorb carbon dioxide more quickly than seagrass. ....

5 There used to be a lot of seagrass along the UK coast. ....

6 An environmental project is growing seagrass for the UK. ....

4 Complete the table with the words and expressions in red from the text.

Reasons	Contrast
because	



Seagrass is found in the sea along the coast of many countries. It is food for many sea animals, including turtles. Baby fish and sea animals live in seagrass because it is a safe place.

Seagrass helps keep the sea healthy and it can help stop climate change. This is because seagrass absorbs 10% of the ocean's carbon dioxide every year. Seagrass absorbs carbon dioxide 35 times faster than rainforests. That is why seagrass can help stop climate change.

About 90% of all seagrass has disappeared from the UK's coast in the last 100 years. However, there is an environmental project in the UK that is growing new seagrass. When the plants are big enough, divers will plant them along the coast. The plants will still be quite small. Nevertheless, they will grow into 20,000 square metres of seagrass.

Writing

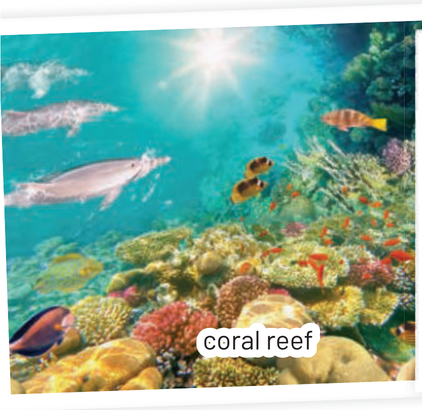
5 Research one of the habitats in the photos below. Write a short report of about 110 words in three short paragraphs.

1 Introduce your habitat and where it is.

2 Find three or four interesting facts about your habitat and say why it is important for the environment.

3 Give reasons to explain or contrast your facts. Use the expressions in Exercise 4.

4 Are there any environmental projects to help protect this habitat?


coral reef


rainforest


ocean


wetland

For more practice, go to the Ministry of Education website.

Review

carbon dioxide	fossil fuels
landfill sites	Seagrass
~~renewable energy~~	Global

1 **Complete the sentences with the words in the box.**

1 Solar energy and wind power are two forms of renewable energy.
2 If you burn ……………………, they cause air pollution.
3 Trees absorb …………………… from the air.
4 Rubbish that isn't recycled is put into …………………….
5 …………………… grows in the sea along the coast.
6 …………………… warming is a serious problem.

buy	~~cut~~	put
recycle	start	use

2 **Complete the sentences with the *to + infinitive* or *-ing* form of these verbs.**

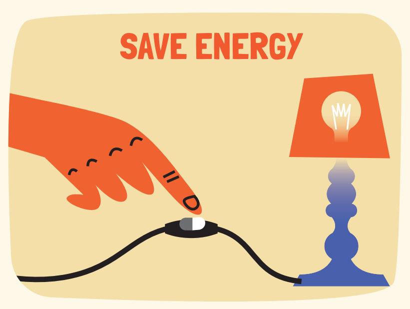
1 If we don't avoid cutting down our rainforests, we won't stop climate change.
2 We all need …………………… more solar energy.
3 If we keep …………………… rubbish in landfill sites, we'll make more methane gases.
4 I decided …………………… a water bottle that I can reuse from the shops.
5 Miss Huda wants …………………… a recycling project at school.
6 We enjoy …………………… our rubbish. It's fun and it helps the environment.

3 **Look at the poster. Think about what you have learnt in this unit.**
Write some information for each section of the poster, like the example.

HOW TO PROTECT OUR PLANET

















For more practice, go to the Ministry of Education website.

Unit 9

Lesson 1

Build a greener world

Reading: A webpage about mangrove trees; *The Iron Woman* by Ted Hughes; short web posts about how to help the environment; a report about the Great Green Wall initiative

Writing: A report about a green initiative in Egypt or Africa; answers to a survey

Listening: A conversation about sustainable living; a discussion about a story; a television interview about a solar farm

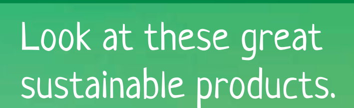
Speaking: Discussing how to live more sustainably; asking about, giving and responding to opinions; conducting a survey

Language: The second conditional

Life Skills: Problem solving and decision making

Discuss

Can you match the sustainable products with the photos? Which of these products do you use?



Look at these great sustainable products.

a [2] paper shopping bag

b [ ] bamboo cup

c [ ] energy-saving light bulb

d [ ] rechargeable batteries

e [ ] reusable shopping bag

1



2



3



Research

Find out what a carbon footprint is.

4



5



Find

Look through the unit. What kind of project is happening on the Red Sea coast that helps the environment?

Listening

1 Listen to Dalia and Reem. Which of the sustainable products on page 22 do they talk about?





2 Listen again and circle the correct answer.

1 Reem wants to use less **paper / plastic**.
2 Reem uses reusable **water bottles / shopping bags** now.
3 You **can / can't** usually recycle the cups that you get from coffee shops.
4 Reem has got a bamboo **toothbrush / hairbrush**.
5 Dalia and Reem have energy-saving light bulbs at **school / home**.
6 Dalia **wants / doesn't want** to give up her electric toothbrush.

Language

Remember!

Use *used to/didn't use to* + infinitive to talk about a repeated action in the past that has now changed.

We **used to get** all our shopping in plastic bags.

We **didn't use to** use energy-saving light bulbs, but we do now.

3 Complete the sentences with *used to* or *didn't use to* and the verbs in brackets.

1 In the past, people didn't use to use (use) energy-saving light bulbs.
2 We .... (waste) water, but now we try to save water.
3 I .... (have) an electric toothbrush, but now I've got one.
4 Mum .... (get) plastic bags at the supermarket, but now she gets paper ones.
5 Dad .... (turn off) his computer at night, but he does now.

Speaking

4 Discuss these questions in small groups.

1 What could you stop using or buying that is bad for the environment?
2 What other things could you do to live a more a sustainable life?



For more practice, go to the Ministry of Education website.

9 Lesson 2





Reading

1 Discuss these questions in pairs.

1. What do you think the photos show?
2. Why do you think this is happening?
3. How will this affect the people that live there?

2 Read the webpage. Check any new words in a dictionary. Why are mangrove trees unusual?



Climate change means that many countries have more floods now because of **rising sea levels**. Most trees and plants can't live in seawater. When seawater comes onto farms, the salt in the water kills the **crops** and farmers can't grow anything for many years. So, people lose their farms and their homes.

However, in hot countries like Egypt, **mangrove trees** grow in the sea along the coast. Mangrove forests protect farms and communities from strong winds and storms. They provide homes for plants, fish and sea animals. If there were more mangrove trees, there would be fewer floods.

Now in Egypt, people are growing thousands of mangrove **seedlings** to plant along the Red Sea coast. The problems caused by rising sea levels could get worse if they didn't plant new mangrove forests. So, they are going to plant 300,000 seedlings every year. When they grow into mangrove forests, they will protect the coast from rising sea levels.

Vocabulary

3 Complete the sentences with the words in bold from the text.

1. Mangrove trees grow in seawater along the coast.
2. There are more floods in many countries because of ....
3. .... are small, young plants.
4. Rice and vegetables are .... that we grow on farms.



Life Skills

People on the Red Sea coast needed to work together to solve the problems that affect their area. Do you know about an environmental problem that has been solved by people working together to help the community?

4 Read the webpage again and answer the questions.

1 What is happening in some countries because there are rising sea levels? There are more floods.

2 What happens to farms when seawater comes onto their land? ....

3 Why are mangrove forests important? ....

4 What are they growing in Egypt? ....

5 Do you think we need to plant more mangrove trees near the Mediterranean sea? Why? ....

6 What are the communities going to do every year? ....

Language

5 Choose the correct answer.

1 If we lived in Hurghada, we **will go / could go** to the beach every week.

2 Those farmers would move to a safer place if there **are / was** another flood.

3 If we **have / had** more time, we would visit our cousins in the village.

4 We **are having / would have** fewer storms if climate change stopped.

6 Complete the sentences with the correct form of the verbs.

1 If they ....(not cut) so many trees, they ....(have) bigger forests.

2 I ....(plant) more trees if I ....(be) in your position.

3 The street is very nice. It ....(be) ugly if we ...(not plant) more trees.

4 If she ....(not love) nature, she ...(not be) an environmental scientist.

The second conditional

Use *If* + past simple + *would* + infinitive (the second conditional) to talk about situations that are possible, but probably won't happen.

If there **were** more mangrove trees, there **would be** fewer floods.

The problems caused by rising sea levels **would get** worse **if** they **didn't plant** new mangrove forests.

Use the second conditional with *could* to mean 'would perhaps'.

The problems caused by rising sea levels **could get** worse **if** they **didn't plant** new mangrove forests.

Speaking

7 Discuss these questions in pairs.

1 Why do people visit the Red Sea coast? What do they like to do there?

2 How will new mangrove forests help the people who live in and visit the area?



For more practice, go to the Ministry of Education website.

9 Lesson 3



Reading

1 Discuss these questions in pairs.

1. Why are factories often built next to rivers or the sea?
2. What problems does this sometimes cause?

Vocabulary

2 Look at the words in red. Use a dictionary to check the meaning. Then match them to the words with a similar meaning below.

1. make *produce*
2. damage something so badly that you cannot repair it ....
3. very big ....
4. say you will do something ....
5. special ability to do something ....

3 Read the summary of *The Iron Woman* by Ted Hughes and answer the questions.

1. How did Lucy feel when she first saw the Iron Woman? *She was surprised and frightened*.
2. Why did the Iron Woman visit Lucy? ....
3. Why did the Iron Woman want to destroy the factory? ....
4. What did the workers understand when they became fish? ....
5. How did the workers become people again? ....

Speaking

4 Discuss these questions in pairs.

1. Why are factories important? Do they all produce pollution?
2. What would you do if a factory in your area produced a lot of pollution?

The Iron Woman

One day, a girl called Lucy was surprised to see the Iron Woman. She was **enormous**, with big red eyes. Lucy was frightened, but she found that the woman wanted Lucy to help her. Lucy's father worked at a factory and the Iron Woman asked her where the factory was. Pollution from the factory was killing all the fish in the river, so she wanted to **destroy** it.

The Iron Woman had special **powers** so that she was able to make all the factory workers become fish. The workers all had to live in the river and started to understand how difficult life was for the fish.

Lucy wanted to help the Iron Woman, but she was worried about her father. So after the Iron Woman left, Lucy called a boy called Hogarth. He was friends with the Iron Man.

'If you brought the Iron Man here,' said Lucy, 'we could find an answer to the problem.'

The next day, Lucy met Hogarth and the Iron Man at the factory. When the Iron Woman arrived, the Iron Man told her that he had a plan. Soon, the Iron Woman let them become people again. They could stay people if they **promised** that the factory would not **produce** any more pollution. They all agreed, and the river became clean once more.



Listening

5 Listen to a conversation about *The Iron Woman*. Who liked the story more, Dina or Judy?



6 Listen again and choose the correct answers.

1. Dina thinks that the message of the Iron Woman is **easy / difficult** to understand.
2. Judy thought that it was **right / wrong** that the Iron Woman wanted to destroy the factory.
3. Judy thought that the factory workers **helped to produce / did not like** the pollution.
4. Dina and Judy **agreed / did not agree** that the Iron Man's plan was a good one.
5. They think the river became clean because the factory started to use **less / renewable** energy.

Language

7 Complete the sentences from the listening

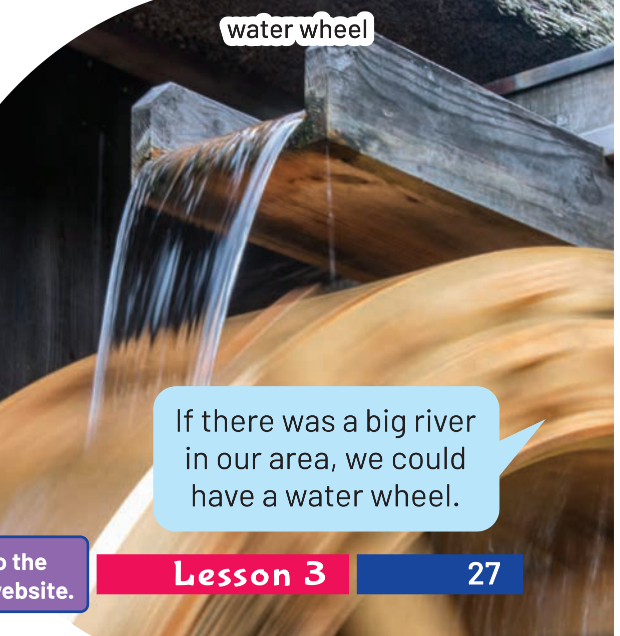
1. If we didn't have factories, we wouldn't have so many things to buy in the shops.
2. If the workers didn't work at the factory, ...
3. If the factory used renewable energy, ...
4. If the factory didn't produce pollution, ...

Speaking

8 Read the text and discuss the questions in pairs.

You want to have renewable energy for your community. Which of these would you choose? Why? Think about the weather and the environment in your area.

solar panels   water wheels   wind turbines





For more practice, go to the Ministry of Education website.

9 Lesson 4 Culture

Reading

1 Read the first web post on the webpage and circle the correct answer.

Air conditioning makes the air inside a building **clean / cold.**

2 Read all the web posts. Who hasn't given up anything yet?





What do you do to help the environment? Have you given up anything?



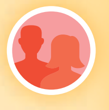
We're using the air conditioning less often. In summer when it's very hot, that's difficult, especially at night, but you get used to it. We can't use our computer less often, though, because we need it for work. *Dom and Julia Baldwin, USA*



I always used to get the newest phone. I've stopped doing that now because it isn't sustainable. Oh, and now I use rechargeable batteries for the TV **remote control** and my computer mouse. *Sawsan, Egypt*



I live in the country and I need to have a car. I've bought an electric car because it's greener. Also, I always take a reusable bag when I go shopping. *Greta, Australia*



We're going to give up living in the city because we want to grow our own vegetables and live a simpler life. If we stayed in the city, we wouldn't be able to do that. *Luc and Emile, France*



3 Read the web posts again and write the names.

Who ...

1 has bought a more sustainable form of transport? Greta

2 wants to stop living in the city? ....

3 doesn't want to give up using their computer? ....

4 has stopped buying new phones? ....

5 uses a reusable shopping bag? ....

6 is using the air conditioning less often? ....

Speaking

4 Work with a partner. Which of the things in the web posts would or wouldn't you be able to give up or do to help the environment? Why?

For more practice, go to the Ministry of Education website.

Lesson 5

9

Listening

1 Listen to this television interview about a solar farm. Where is it?

2 Listen to the interview again. Put these expressions in the order that you hear them.

- **a** ☐ **I don't agree that** we should build solar farms in the countryside.
- **b** ☐ 1 **Personally, I think that** solar panels are useful.
- **c** ☐ **Don't forget,** the wind turbines produce money for the community.
- **d** ☐ **In my opinion,** we need to stop burning fossil fuels.
- **e** ☐ **What do you think about** the solar farm, Mr Brown?
- **f** ☐ **I totally disagree.** The solar panels don't destroy the countryside.
- **g** ☐ **I agree that** we need clean, renewable energy.

solar farm

3 Listen again and complete the table.

Should solar farms be built on farmland?	
Yes, because ...	No, because ...
they are useful.	

Speaking

4 Discuss this situation in groups.

You hear that there is a plan to build a large solar farm on a park or farmland near to where you live. Decide if you think this is a good or a bad idea, then discuss your opinions using the expressions in red from Exercise 2.

What do you think about the plan?

In my opinion, ...





Remember!

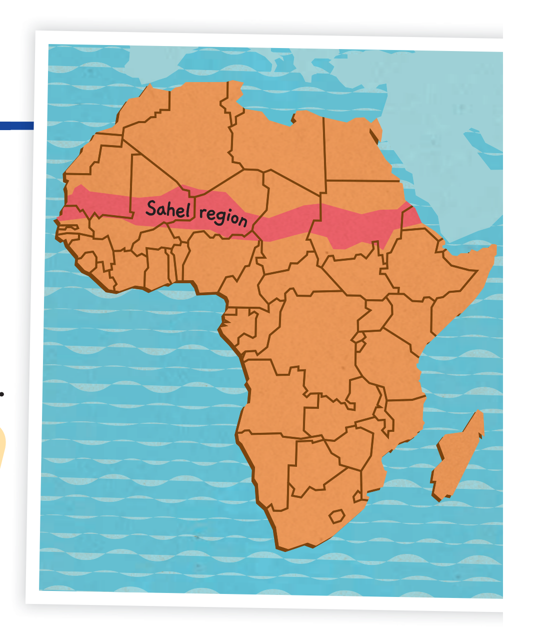
- When you discuss in a group, ask for permission before you speak. Say, *Excuse me. Can I say something?*
- Don't **interrupt**. Let the speaker finish speaking before you ask to speak.





For more practice, go to the Ministry of Education website.

9 Lesson 6



Reading

1 Look at this map of Africa and discuss the question in pairs.

The area shown on the map is called the Sahel **region**. It is south of the Sahara Desert and it used to be quite green, but now it has also become desert. Can you think of any reasons why?

2 Read the report and check your answers to Exercise 1.

The Great Green Wall



This report is about a green initiative in Africa called the Great Green Wall. This initiative was set up in 2007 by the African Union to solve the problem of **desertification** in the Sahel region of Africa.

Desertification happens when green land becomes desert. In the Sahel region, this has happened because climate change is **creating** more droughts every year and people do not always farm the land well. People cannot grow food and they are losing their farms and homes.

The Great Green Wall initiative will plant millions of trees, seedlings and plants across Africa from west to east, to create a growing, green **landscape**. When it is finished, the wall will be 8,000 km long. It will be the biggest living thing in the world. It will create jobs for 10 million people. The trees and plants will improve the land for farming again, and people will be able to grow crops.

The Great Green Wall will improve the lives of everyone who lives in the Sahel region. It will also help reduce the problems caused by climate change for the whole world.

3 Read the report again. Complete the sentences with one, two or three words.

1 The Great Green Wall initiative is going to solve the problem of desertification.
2 Climate change is creating more .... in the Sahel region every year.
3 People are losing their .... and ....
4 The Great Green Wall will plant millions of .... and ....
5 The initiative will create .... jobs.
6 The initiative will improve the lives of everyone in the ....

Writing

4 Research a green initiative in Egypt or a country in Africa. Write a report in four short paragraphs in your notebook.

For more practice, go to the Ministry of Education website.

Review

1 Complete the text with the words in the box.

air conditioning bamboo energy-saving light bulbs ~~initiatives~~ seedlings sustainable

There are many green **1** initiatives across the world which are helping to protect the environment. There are projects to build solar farms to create green energy. There are projects to plant **2** .... and trees to give us cleaner air. At home, people are choosing to use rechargeable batteries and **3** .... Some people are buying more products made of **4** ...., which is **5** .... and doesn't cause pollution. Some people are even using **6** .... less often because it uses so much energy. What can you do to help protect the environment?



2 Complete the sentences using the correct form of the verb in brackets

1 If we used greener energy, we would produce (produce) less pollution.

2 More land .... (become) desert if there were more droughts.

3 Would you buy solar panels for your house if you .... (have) enough money?

4 We would build a solar farm for our community if we .... (can buy) the land.

5 If the school .... (build) a wind turbine, it could make its own electricity.

6 If you wanted to do a green initiative, what .... it .... (be)?

3 Work in pairs. Discuss question 6 in Exercise 2. Then compare your ideas with a different pair.

Project

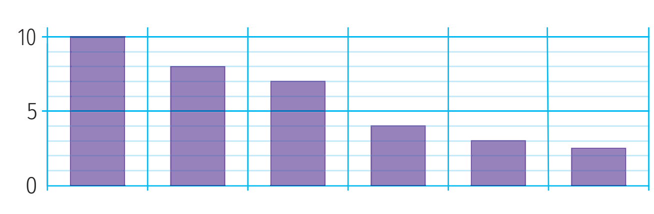
Do a survey. Ask your friends at school what they would or would not do to live a more sustainable life.

1 Choose ten students to do your survey on.

2 Write a list of eight questions to ask the students, e.g. *Would you give up using air conditioning? Would you start using rechargeable batteries?*

3 Ask each student the eight questions and record the answers *Yes* or *No*.

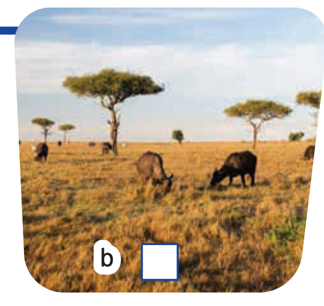
4 Write up your results in a bar chart. Then write a short description of your results.



Review C

Lesson 1









Listening

1 Listen and tick the habitats that you hear on the radio programme.

2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.

1 About 11,000 square kilometres of Amazon rainforest were destroyed in one year. T

2 The trees were cut down to build towns and cities . ...

3 Animals have problems when they lose their habitat. ....

4 The Serengeti in Africa didn't use to be a nature reserve. ....

5 Animals that live in a nature reserve are in danger. ....

Reading

3 Complete the text with the correct form of the verb in brackets.

In 2020, a lot of greenhouse gases [1] were created (create) by deforestation in the Amazon area. Trees [2] .... (burn) and a lot of carbon dioxide [3] .... (make) by all the fires. We could avoid [4] .... (create) carbon dioxide by not cutting down our forests and burning the trees. We need [5] .... (protect) our rainforests because they are important habitats for wildlife, plants and trees. The millions of trees keep the air clean for the whole planet. The greenhouse gas methane [6] .... (produce) by the cows that are brought to the area after the rainforest has been destroyed. So it is time to plant more and more trees.

Speaking

4 Discuss these questions in pairs.

1 Why is burning rainforests bad for the environment?

2 Why is it wrong to destroy rainforests and other habitats?

3 Why do we need to make more nature reserves?

5 Choose the correct words.

1 We need **to cut down / cutting down** fewer trees.

2 Many factories keep **to produce / producing** greenhouse gases.

3 They decided **to plant / planting** a new forest.

4 We enjoy **to recycle / recycling** plastic bottles and making new toys from them.

5 We could avoid **to put / putting** rubbish that we can recycle into landfill sites.

Speaking

1 Read the texts. Who do you agree or disagree with? Discuss your ideas with a partner.

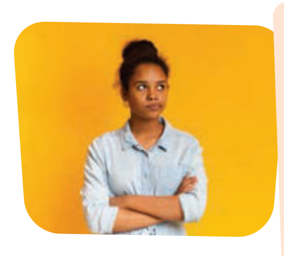
In my opinion ...

Personally, I think / don't think ...

I agree ... / don't agree that ...



If everyone does one thing to help the environment, it will help a lot. For example, we can all use less paper or turn off the lights when we leave a room. I didn't use to buy rechargeable batteries, but now I do. We can all help.



I don't think there's much that young people can do to help the environment. Our parents buy our food and clothes. They do the shopping. If my parents don't want to recycle anything, there's nothing I can do.

Reading

2 Read the blog. What happens to the recycled plastic bottles?

3 Read the blog again and complete the sentences with one, two or three words.

1. If all businesses had solar panels on their buildings, they would save money.
2. If more communities had a wind turbine, they would have ....
3. If we planted more ...., we could help the environment.
4. Plastic, ... and .... can be recycled.
5. If we recycled more rubbish, there would be less rubbish in ....

There are lots of ways we can protect our environment and build a greener world. We need to use cleaner, greener energy. If factories had solar panels on their buildings, they would save money. We need more people to work together to get renewable energy for their communities. If more communities had a wind turbine, they would have cheaper, cleaner energy. We could also help the environment by planting more trees.
What about plastic? Millions of plastic bottles are used every day. When these bottles are recycled, the plastic is used to make clothes, toys, carpets and furniture! Glass and metal can be recycled, too.
We don't recycle enough and that's why there's still so much rubbish in landfill sites.

Writing

4 Choose one of the green initiatives you learned about in Unit 9. Write an email to a friend and tell them about it.

- Explain what it is.
- Explain why it is needed.
- Describe how it will help the community.

The mangrove forests project on the Red Sea coast
The wind turbine on the island of Tiree
The Great Green Wall Initiative




For more practice, go to the Ministry of Education website.

Unit 10

Lesson 1

To space and back

Reading: A magazine article about a space scientist; the history of space exploration; a text about satellite technology; the poem *Day*; an informative text about the International Space Station

Writing: A paragraph about objects that use space technology; an informative text about a spacecraft

Listening: A quiz about space; a podcast about satellites; a discussion about a famous photo

Speaking: Talking about life experiences; talking about space and satellite technology; saying when events happened

Language: The past perfect

Life Skills: Critical thinking

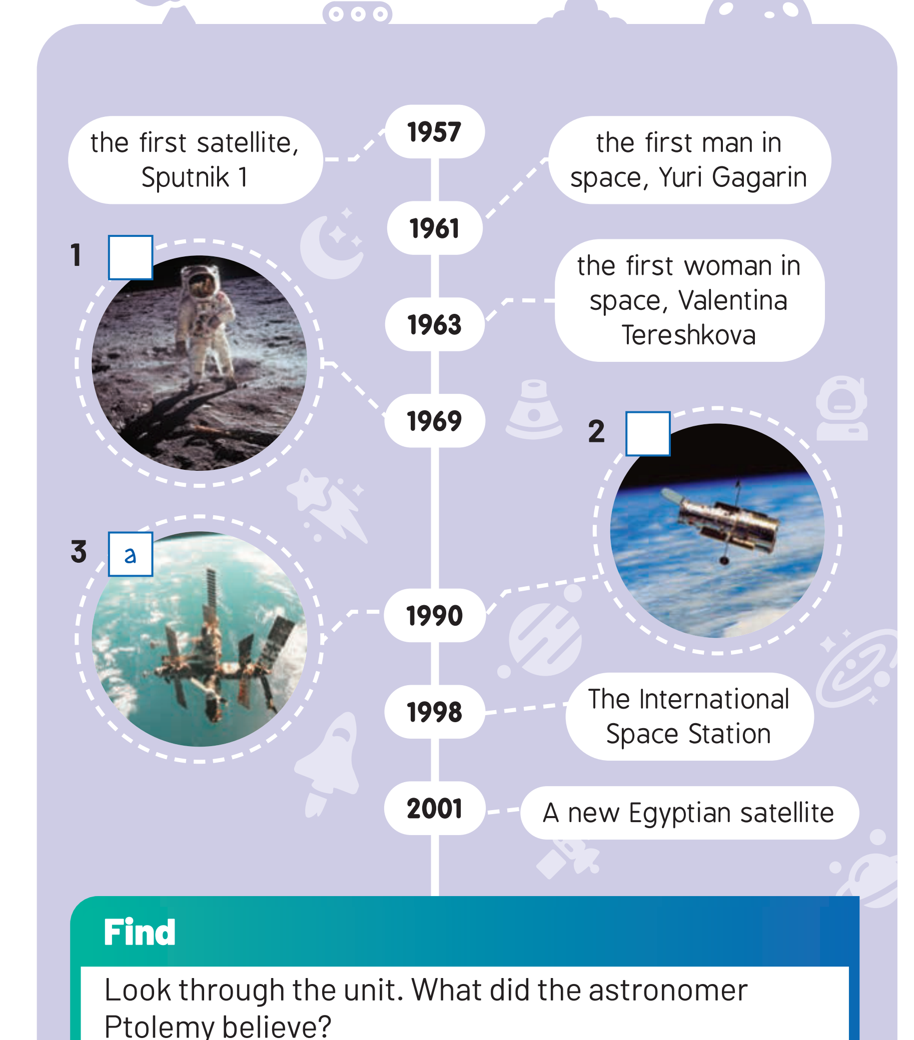
Quiz

Look at the timeline. Can you match these events to the correct years?

a [3] The world's first **space station**, Mir, goes into space.

b [ ] Neil Armstrong becomes the first **astronaut** to walk on the moon.

d [ ] The first **telescope** is sent into space.



Research

How do astronauts prepare for trips into space?

Find

Look through the unit. What did the astronomer Ptolemy believe?

Speaking

1 Discuss these questions in pairs.

Which event from the timeline do you think is most important? Why?

Reading

2 Read the article quickly. Why did Ayman Ragab enter NASA's competition?

3 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Rubbish can be a problem on space journeys. T
2 Ayman won first prize NASA's competition. ....
3 Ayman found a way to take rubbish off the spacecrafts. ....
4 He has worked at two universities and has worked for NASA. ....
5 His work has also helped spacecraft to use less energy in space. ....

Prize-winning Egyptian helps NASA

For many years, NASA has been trying to understand what it can do with the rubbish that space journeys produce. Scientists have been looking for ways to solve the problem of rubbish. Astronauts use a lot of plastic, paper and other waste on their journeys to space. This can be a real problem. So NASA started a competition, asking the world's best scientists to try and find a solution.

Ayman Ragab is an Egyptian scientist who has always been interested in space science. In 2019, he entered NASA's competition and came second. Ayman suggested using jets of air to make the waste smaller and then help to **recycle** it.

Ayman is from the village of al-Dababiya near Luxor and graduated in Engineering from Aswan University. He has worked as a teaching assistant at the same university and now works as **a researcher** for a university in Finland.

Since he won his prize, he has worked on NASA's Technology Transfer Project which looks at how to use the latest technology in space, and he has recently found ways to save energy when there is little **gravity**.

Remember!

Use *have* + past participle (the present perfect) to talk about experiences in the past without giving a specific time.

Ayman Ragab **has** always **been** interested in space science.

Use *has/have been* + *-ing* (the present perfect continuous) to talk about something that started in the past and is still happening now.

For many years, NASA **has been trying** to understand what it can do with the rubbish that space journeys produce.

Speaking

4 Ask and answer these questions in pairs.

Have you (ever)
- used a telescope?
- tried an unusual sport?
- helped to organise a sports event?

What have you been
- reading recently?
- doing at school this week?
- dreaming of since you were young?

Have you ever used a telescope?

Yes, I used a telescope on the science trip last year.



For more practice, go to the Ministry of Education website.

10 Lesson 2

Reading

1 Read the article. Match the headings a–e to the paragraphs 1–5.

- a ☐ The first telescopes
- b ☐ A new idea
- c ☐ Modern discoveries
- d ☐ 1 The first astronomers
- e ☐ Early ideas about the sun and the Earth

2 Read the article again and complete the sentences with these words.

astronomers Earth ~~flooded~~ orbited solar system sun telescopes

1. The Ancient Egyptians used a star called Sirius to find out when the Nile flooded.
2. Ptolemy believed the sun .... the Earth.
3. Islamic .... from 11th–13th centuries thought Ptolemy might be wrong.
4. Copernicus showed that the .... went around the ....
5. In the 17th century, the first .... were invented.
6. Galileo studied the planets in our ....

Language

The past perfect

Use the past perfect to talk about something that happened before another event in the past.

Before the beginning of the 17th century, astronomers **had** only **studied** space with their own eyes.

He **hadn't published** his ideas until just before he died.



Exploring space – past and present



1 The stars and the planets have always been important to us. In ancient times, people knew what time of year it was by looking at where the stars were in the sky. The Ancient Egyptians discovered that a star called Sirius appeared in the sky just before the Nile flooded.

2 An astronomer from the 2nd century, called Ptolemy, believed that the sun **orbited** the Earth. It was a popular idea that people believed for many centuries. Islamic astronomers in the 11th–13th centuries thought that the idea might be wrong.

3 In 1532, the **astronomer** Nicolaus Copernicus showed that the Earth orbited the sun, but he hadn't published his ideas until just before he died. Copernicus hadn't wanted people to know about his ideas while he was alive, because he knew they would be unpopular.

4 Before the beginning of the 17th century, astronomers had only studied space with their own eyes. Then, in 1608, the telescope was invented. The Italian astronomer Galileo improved the design. He made the **lenses** stronger so that he could study the planets in our **solar system**.

5 The modern age is an exciting time for space discovery. We can see objects that are far away in space and look for life on other planets. What discoveries do you think we will make in the future?

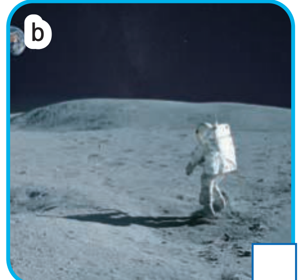
3 Choose the correct answer.

1. Astronomers **had studied / have studied** space with their eyes before the telescope was invented.
2. Students were amazed to know that the ancient Egyptians **had discovered / were discovering** a star called Sirius.
3. After we **were collected / had collected** useful information about the stars, we did our research.

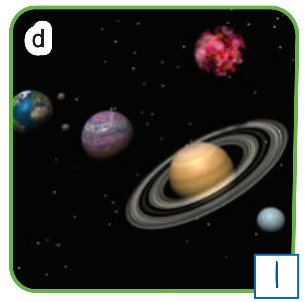
Listening

4 Listen to the conversation about a quiz and number the photos in the order that you hear them.









5 Listen to the quiz again and choose the correct answers.

Space discovery quiz

1 When did people first discover the planets in our solar system?
  A about 2,000 years ago ☐
  B about 400 years ago ☐

2 When did people discover that the Earth was round?
  A in the 6th century ☐
  B in the 15th century ☐

3 Who invented the telescope?
  A Galileo ☐
  B Hans Lippershey ☐

4 How many people had walked on the moon by the end of the 20th century?
  A 2 ☐ **B** 12 ☐

Speaking

6 In pairs, make sentences using the past simple and the past perfect. Then say *True* or *False*.

1 People not know / about stars / until scientists use telescopes.

2 Hans Lippershey / invent / telescope / people know/ much about planets.

3 People / believe / Ptolemy's ideas / for centuries / after / die.

4 People / share/ ideas of Copernicus / before / die.



Life Skills

We can learn from the work of people from the past.

1 How does the work of astronomers in the past help us to understand space today?

2 Where can we go to learn more about their discoveries?





For more practice, go to the Ministry of Education website.

10 Lesson 3

Reading

1 Look at the diagram and answer the questions.

1 What sends the signals?

2 What receives them?

2 Read the article quickly. Which of the things that the article describes do you use?

3 Read the article again and complete the sentences.

1 GPS uses a system of satellites to send messages.

2 The photos that weather satellites send show how ....

3 If you have satellite TV, the signal goes into a small receiver on ....

4 Satellites send signals to the internet in some ....

5 Satellite phones are useful in places .... from cities.

4 Answer the questions.

1 How did people find their way around before satellites were invented? They used maps.

2 How does satellite TV works? ....

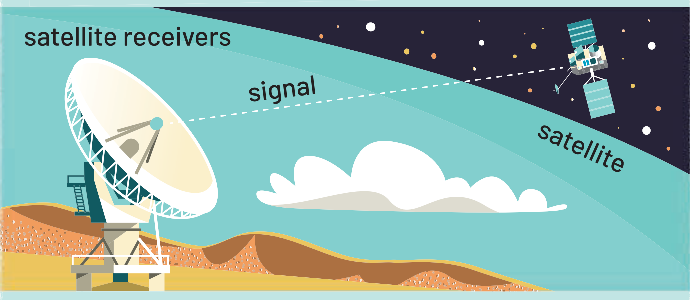
3 Why is satellite technology useful for weather reports? ....

4 Give two examples of places where satellite phones are useful. ....

Speaking

5 Work in pairs. How have you used satellite technology this week?

We couldn't live without ... satellite technology



Since the late 20th century, we have used satellite technology for many of the things we do every day. Our lives would be very different without it. Here are some of the things that we use satellites for.



GPS – Before satellites were invented, people had always used maps to find their way. Now, most people use GPS, **which uses a system of satellites that work together.** These send signals to receivers on Earth, which work out where you are. We have GPS in cars, on phones and even in some modern motorbike **helmets**!

Weather reports – Satellites allow us to study the weather all around the world. They send photos of the Earth from space. When these are put together, they show how clouds and storms are moving.

TV and the internet – Lots of people have satellite TV so that they can watch their favourite shows and sports matches. The signal goes to a receiver on the house. In some areas, satellites send signals to the internet, too.

Mobile phones – Have you ever had problems using your phone because the signal is bad? Satellite phones can work anywhere in the world. They are very useful in places far from cities, such as on mountains or in deserts.



I checked the weather this morning and I watched my favourite show on satellite TV last night.

Listening

6 What space technology do you think these objects use? Match the descriptions with the photos.



1 [b] a special type of **lens**

2 [ ] small bags of air

3 [ ] a new, strong, clear material

4 [ ] a new type of **sensor**

5 [ ] **wireless** technology

7 Listen to the podcast and check your answers to Exercise 6.

8 Listen again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 The idea of bags of air in modern trainers came from the design of space boots.
F. It came from space helmets.

2 Neil Armstrong used wireless headphones when he walked on the moon. ....

3 It isn't possible for astronauts to take good photos in space. ....

4 Scientists used an idea from nature to help them protect astronauts' eyes. ....

5 The Ancient Egyptians made braces from the inside of sheep. ....

9 Circle the correct information for the trainers and the mobile phone camera.

Object	What technology is used?	When was it invented?	What was it used for in space?
trainers	[1] **air bags / clear material**	[2] **1960s / 1970s**	to make astronauts' helmets [3] **lighter / more comfortable**
mobile phone camera	[4] **lens / sensor**	[5] **1970 / 1990**	to use less [6] **plastic / energy**

10 Choose one of the other objects from the podcast. Listen again and take notes.

Object	What technology is used?	When was it invented?	What was it used for in space?

Writing

11 Write a paragraph to describe the object you chose in Exercise 10. Use your notes.
Most trainers today have small air bags inside them. The technology was invented in ...



For more practice, go to the Ministry of Education website.

10 Lesson 4

Reading

1 Read the poem and look at the pictures. What do you think the poem says about the day?

This poem was written by Sir Cecil Spring-Rice, a British diplomat born on February 27, 1859.

2 Listen to and read the poem. Check your answers to Exercise 1.

Day

'I am busy,' said the sea.
'I am busy. Think of me
making **continents** to be.
I am busy,' said the sea.

'I am busy,' said the rain.
'When I fall it's not **in vain**;
Wait and you will see the **grain**.
I am busy,' said the rain.

'I am busy,' said the air,
'Blowing here and blowing there,
Up and down and everywhere.
I am busy,' said the air.

'I am busy,' said the sun.
'All my planets, every one,
Know my work is never done.
I am busy,' said the sun.

Sea and rain and air and sun,
Here's a **fellow toiler** – one,
Whose task will soon be done.

3 Look at the words in bold. Use your dictionary to help you. Which words describe the following?

1 someone who is working hard toiler
2 unsuccessful or useless ....
3 Africa and Asia are ....
4 a seed or seeds from a plant such as wheat ....
5 another word for a man is a ....





4 Read the poem again and answer the questions.

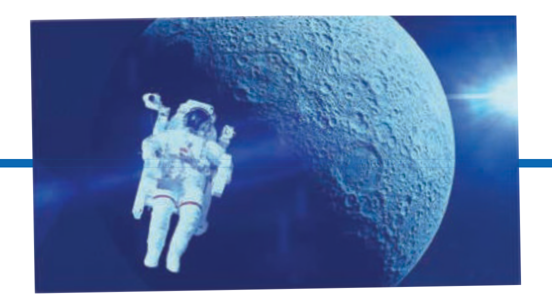
1 What helps the grain to grow?
2 Why is the sea busy?
3 What other words rhyme with rain?

5  Discuss these questions in pairs.

1 Why do you think the poet repeats the words 'I am busy'?
2 How many continents can you name?
3 Do you like the poem? Why?

For more practice, go to the Ministry of Education website.





Listening

1 Lina and Injy are at a photo exhibition. What do you think they are talking about?

2 Listen to Lina and Injy talking to a guide and check your ideas to Exercise 1.

3 Listen again and put the events in the correct order.

- **a** ☐ Russia and the USA made maps of space.
- **b** ☐ Zond 3 took some clearer photos of the far side of the moon.
- **c** ☐ The USA sent spacecrafts to orbit the moon and take photos.
- **d** ☐ Luna 3 orbited the moon and took the first photos of the far side.
- **e** ☐ Chinese spacecraft successfully landed on the far side of the moon.
- **f** ☐ The first photographs of the far side of the moon appeared in newspapers.

4 Listen one more time and choose the correct answer.

1. No one had seen a photo of the far side of the moon **before / when** 1959.
2. **A long time after / As soon as** Luna 3 had taken photos of the far side of the moon, they appeared in newspapers.
3. The USA began making maps of the moon **before / at the same times as** Russia did.
4. The astronaut took photos of the far side **as / soon after** they orbited the moon.
5. A Chinese spacecraft successfully landed on the moon **a long time after / as** the NASA spacecraft broke as it landed.

Speaking

5 Work in pairs. Take turns to talk about photos of the Earth.
Use the information below and the expressions from Exercise 4.

- **1946** The first photo of the Earth is taken from space.
- **1967** The first colour photo of the Earth is taken.
- **1968** Astronaut William Anders takes a photo of the Earth from the moon.
- **1990** A robot spacecraft takes the first video of the Earth turning.
- **2004** A robot space vehicle takes the first photo of the Earth from Mars.
- **2020** A satellite takes a photo of Earth with other planets in the solar system.

The first photo of the Earth was taken from space in 1946.

A long time after that, in 1967, the first colour photo of the Earth was taken.



For more practice, go to the Ministry of Education website.

10 Lesson 6

Reading

1 Read the text quickly. Who can stay on the International Space Station?

2 Read the text again and match the paragraphs 1–4 with the questions.

- **a** ☐ How fast does it travel?
- **b** ☐ What is life like on the space station?
- **c** ☐ 1 What is the International Space Station?
- **d** ☐ When was it built?

3 Read the text again. What do these numbers and dates refer to?

1. 27,000 km an hour
   This is how fast the space station travels.
2. 90 minutes ……………………
3. 1998 ……………………
4. 2000 ……………………
5. more than 200 ……………………
6. 19 ……………………

The International Space Station

1 The International Space Station is a huge spacecraft 70 km above the Earth. It's a place where astronauts live and work when they go into space. Most astronauts stay on the Space Station for about six months.

2 The Space Station orbits the Earth every day. It travels at 27,000 kilometres an hour. That means that it goes around the Earth every 90 minutes! It's one of the brightest objects in the sky and you can see it without using a telescope.

3 Lots of countries worked together to make the Space Station and astronauts from all around the world have stayed on it. The first piece of the Space Station went into space in 1998. Since the first astronauts arrived in 2000, more than 200 astronauts from 19 countries have stayed there.

4 Life on the Space Station is different from life on Earth in many ways. In space, washing, sleeping and eating can be difficult! But communication isn't a problem. Astronauts can send emails or make phone calls to their families back home.



Writing

4 You are going to write an informative text. First, choose one of the topics below or use your own idea. Research and make notes about it using these ideas.

The Mars Perseverance Rover | The Cassini space probe | The Hubble telescope | The Rosetta space probe



- What is it?
- When was it made?
- What does it do?
- Useful facts and numbers
- Other information

5 Write your informative text in around 110 words.

- Include facts, numbers and dates.
- Make sure that you have researched the topic well. Use different sources of information and list your sources.
- Write in paragraphs, with an introduction and a conclusion.

For more practice, go to the Ministry of Education website.



Review

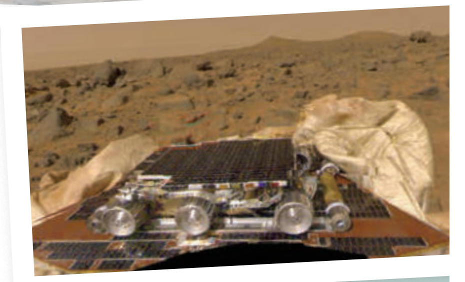
1 Complete the sentences with the words in the box.

~~astronomer~~ orbit signal solar system Space Station telescope

1 Someone who studies the stars and planets is called a/an astronomer.
2 Astronauts can stay on the .... for a few months.
3 A lot of satellites .... the Earth.
4 There are eight planets in our ....
5 We can use a .... to look more closely at the stars.
6 A satellite sends a .... to a receiver on Earth.

2 Read Hassan's homework. Complete the sentences with the past perfect form of the verbs in brackets.





My trip to the planetarium By Hassan El-Sayed

Last year, I went to the planetarium in Alexandria with my cousin, Magdy. I was really excited because I [1] hadn't been (not be) to a planetarium before. Magdy lives in Alexandria, so he [2] .... (visit) the planetarium a few times with his family.

We saw a really interesting film about Ancient Egypt. We learned about how the Ancient Egyptians [3] .... (study) the stars to find out when the Nile flooded. They [4] .... even .... (use) the stars to help them build the pyramids.

After the film, we went to an exhibition about Mars. Did you know a space robot [5] .... (explore) Mars before the end of the 20th century? It landed on Mars in 1997.

We had an amazing time. We were there all morning, but when we left, we [6] .... (not see) everything! I'd like to back there again one day.

3 Play the *Space Race* game.

1 Look back through the unit and write ten questions and answers about space.
2 Take turns to ask and answer the questions. If you get the answer right, move forward two squares. If you get the answer wrong, don't move.
3 The first person to finish is the winner.

start 1 2 3 4 5 6 7 8 9 10 finish

Who was the first man on the moon?

For more practice, go to the Ministry of Education website.

Unit 11

Lesson 1

Media now and in the past

Reading: News stories from different sources; a text about the first female broadcaster; an interview about working in the media

Writing: A news report; an email asking about working in the media; a biography about a person in the media

Listening: A discussion about jobs in the media; a radio news report; different opinions about a story in the news; a conversation about a new restaurant

Speaking: Discussing types of news; describing a picture from the news; reporting news

Language: Reported speech

Life Skills: Critical thinking

Discuss

Can you match these jobs in the media with the photos?

camera operator   journalist   newsreader
photographer   radio presenter   web designer







Research

How do most people get news in Egypt? Do they get it from newspapers, news websites or TV news programmes?

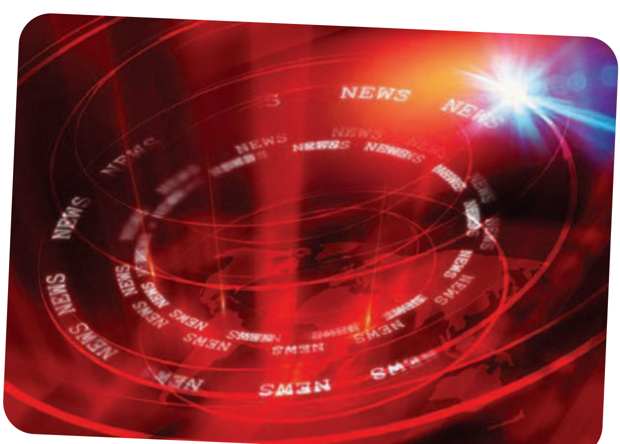
Find

Look through the unit. What did Shaimaa study at university?

Vocabulary

1 **Do these people usually work in TV, radio, newspapers or online? There might be more than one answer.**

1 journalist TV, radio, newspapers and online
2 newsreader ....
3 camera operator ....
4 photographer ....
5 radio presenter ....
6 editor ....
7 web designer ....

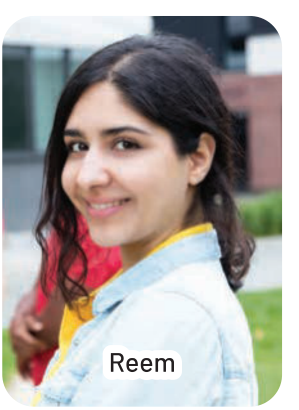


2 **Discuss this question in pairs.**

Where do you normally get your news from? Why?

Listening

3 **Listen to Fatma and Reem. Which of the jobs from Exercise 1 do they talk about?**


Reem


Fatma

4 **Listen again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.**

1 Fatma wants to study media. T
2 Fatma would like to be on TV. ....
3 Fatma would prefer to work in radio rather than for a newspaper. ....
4 Reem thinks that most people will get their news online in the future. ....
5 Reem is designing a website. ....
6 Fatma likes taking photos. ....

Speaking

5 **Ask and answer the questions in groups.**

1 Would you like to work in the media? Why?
2 Which jobs would you like to do in the media? Why?
3 Which jobs wouldn't you like to do in the media? Why?



For more practice, go to the Ministry of Education website.

11 Lesson 2

Reading



1 Discuss this question in pairs.

Look at the photo from a newspaper.
What do you think the story is about?

2 Read the texts quickly and answer the questions.

1 Were your ideas from Exercise 1 correct?

2 Which of the texts below is from:

a a TV news programme?

b social media?

c a newspaper?

Give reasons for your answers.

1 c

Wednesday 3rd May

FLOOD IN CITY CENTRE

Yesterday morning, part of the city centre was under water for more than six hours after a large water **pipe burst**. The road and all the shops in the shopping centre were closed all day.

A local **witness** said: "There was a lot of water in the road and the shops. Some people were still trying to drive on the road. I saw a man on a new, blue motorbike who was **stuck**. He was really **cross**."

The water has now gone and the road is open. They will replace the pipe today with a new, strong pipe. Some of the shops are still closed while the owners clean their businesses.

2 ☐

Newsreader: "Welcome to the lunchtime news. This is Mariam El-Shazly. This morning at around 10 am, a water pipe burst outside the Shabana Supermarket. The road is closed while workers try to fix the pipe. Some of the local shops are flooded and some cars are stuck in the road."

Police Officer: "An old water pipe in the city centre has burst. People are working to fix it as quickly as possible and we hope to open the road soon."

3 ☐

Omar Zaki – Today, 10.30 am

WARNING! The street outside the shopping centre is closed! There is water everywhere. A big, old red car is stuck in the middle of the road. DON'T TRY TO GO THERE!

Aa

3 Read the texts again. Answer the questions to complete the table.

Question	Answer	Which text or texts is the information in?
1 What happened?	There was lots of water in the road.	1, 2 and 3
2 Where did it happen?		
3 When did it happen?		
4 Why did it happen?		
5 What problems did it cause?		
6 What will happen next?		

Speaking

4 Discuss the questions in pairs.

1 Which of the texts has the most information? Why?
2 Which type of media do you trust the most? Why?
3 What type of media do you think is most interesting for news? Why?

Language

5 Complete the sentences with the correct form of these verbs.

~~hit~~ take go arrive can

There was a bad accident on the road to our school yesterday. A car [1] ...hit... a big tree, and the driver was injured. We were stuck and [2] .... move. The police [3] .... quickly and [4] .... the damaged car to the side of the road Unfortunately, we [5] .... to school late!

Speaking



6 Ask and answer questions about the text using the words.

1 there -an accident - yesterday?
Was there an accident yesterday?
Yes, there was.

2 car - hit - child?
....?
....

3 people - move - easily at first?
....?
....

4 police -arrive- quickly ?
....?
....

5 police - take away - damaged car?
....?
....

6 go - school - on time?
....?
....

Writing

7 Write a newspaper report about the picture in your notebook.

1 Start with: *Police are looking for a man who stole ... .*
2 Say when and where the event happened.
3 Say what the police did.



For more practice, go to the Ministry of Education website.

11 Lesson 3

Listening

1 Listen to the radio news report. What is it about? Choose the correct answer.

a A governor wants to build a new water park.
b A new water park has opened.
c A problem at a water park.



2 Listen again and answer the questions.

1 Where is the water park? It's in Sharm El Sheikh.
2 What is special about the park? ....
3 How many new jobs are there at the park? ....
4 What will they build at the park next year? ....
5 How long did the park take to build? ....
6 Who can go to the park for free? ....

Language

3 Complete the reported speech.

1 "The building is on fire!" said a witness.
A witness said that the building was on fire.

2 The man said to us, "The football tournament will start tomorrow,".
The man told us that the football tournament .... start the next day.

3 "Lots of mobile phones have been stolen this year," the police said.
The police said that lots of mobile phones .... stolen that year.

4 "The world is warming because there is climate change," explained the scientist.
The scientist explained that the world .... because there .... climate change.

Reported speech

When we report what a person said, use a reporting verb (e.g. *say, tell, explain*) and change the tense one tense further back. We also need to change demonstratives and adverbs:

today → that day
tomorrow → the next/following day, etc.

"The park **is** the biggest in Egypt." → The governor said that the park **was** the biggest in Egypt.

"There **will be** over 100 new jobs next year." → The owner explained that there **would be** over 100 new jobs next year.

"The park **has taken** over three years to build." → The owner told us that the park **had taken** over three years to build.

Listening

4 **Listen to some people talking about what they think about the new water park and answer the questions.**

Who ...

1 is pleased that they have finished building the water park? Heba

2 hopes that the park will bring more tourism to the area? ....

3 likes the water park because he/she has a job there? ....

4 thinks that there are good and bad things about the water park? ....


Maged


Heba


Nadia


Kareem

5 **Can you remember who said these sentences? Write Maged, Heba, Nadia or Kareem. Then listen again to check your answers.**

1 "It has been noisy!" Heba

2 "I think it's great!" ....

3 "I have a shop in the town." ....

4 "More jobs will be a good thing." ....

5 "I'm happy now they've finished." ....

6 "I've got a job working in one of the restaurants." ....

6 **Change the sentences from Exercise 5 into reported speech in your notebook.**

1 Heba said that it had been noisy.

Speaking and writing

7 **Work in pairs. Choose a topic from the box. Ask your partner what they think about it.**

doing sport	recycling
studying online	tourism in Egypt

8 **Write down what your partner said. Use reported speech.**

I talked about studying online with Medhat. He told me that he didn't like it because he couldn't discuss things with his friends.







For more practice, go to the Ministry of Education website.



Lesson 4

Reading

1 **Read the article quickly and discuss the questions in pairs.**

1 What was Safia's most famous programme?

2 Why was Safia called 'the mother of all broadcasters'?

2 **Read the article again. Are these sentences *true* (T) or *false* (F). Correct the false ones.**

1 Egyptian radio broadcasting was the oldest in Africa. ....

2 Safia's father was a radio presenter. ....

3 Safia studied Arabic literature at Cairo University. ....

4 Safia presented programmes for the Egyptian family. ....

5 Safia helped everyone working for the radio. ....

Speaking

3 **Discuss these questions in pairs:**

1 Was radio broadcasting very important in the last century? Why?

2 Do you think it is still important? Why?

The Mother of All Broadcasters



Egyptian radio **broadcasting** started in 1934. It was the first broadcast in Africa and in the whole Arab world. Safia el Mohandes was the first **female voice** on the radio.

Safia was born in 1922 in Cairo. Her father was a famous **linguist**. He encouraged Safia to read Arabic books and novels. Safia also studied English literature at the university and **graduated** from the Faculty of Arts in 1945.

In 1947, Safia joined the Egyptian radio, and she was the first female radio **presenter**. Safia presented programmes for women and for children. Her most famous programme, 'Housewives', presented news, educational advice and drama for the whole Egyptian family.

Safia was very kind and helpful to all radio broadcasters. She helped everyone, and so she was called 'the mother of all broadcasters'. Safia was head of the radio broadcasting from 1975 until she **retired** in 1982.

Life Skills

It is important to remember that anyone can write anything on the internet and sometimes there are things that are not true.

- Remember to check information from more than one website.
- Think before you share the information! Are you sure the information is true?

For more practice, go to the Ministry of Education website.

Listening











1 Listen to three teenagers talk about a festival. Tick the two things that they talk about in the photographs.

2 Listen again. Are these sentences true (T) or *false* (F)? Correct the *false* sentences.

1. There's a food festival next year. ...T...
2. There is going to be a new restaurant in the Cairo Tower. ....
3. The restaurant will serve traditional food. ....
4. The restaurant will probably be expensive. ....
5. All the friends want to go to the food festival. ....

3 Listen again. Put the phrases in the order that you hear them.

- **a** ☐ Apparently ...
- **b** ☐ Have you heard that ...?
- **c** 1 Did you know that ...?
- **d** ☐ According to (the newspaper) ...
- **e** ☐ I heard that ...

4 Listen again. Tick the phrases that you hear.

Really?	✓	Wow!	☐	I didn't know that.	☐
That's good news.	☐	That's bad news.	☐	Good idea.	☐

Speaking

5 Work in a small group.

1. Think of a news story you have heard recently.
2. Tell your group about the news story. Use the phrases from Exercise 3.
3. Listen to the other people in your group tell you about their news stories. Use the phrases from Exercise 4 to respond to the news.





For more practice, go to the Ministry of Education website.



Lesson 6

Reading

1 Read the magazine article. What job do you think Shaimaa does?

2 Make questions and then add them to Shaimaa's interview.

What / not / like / about your job?
What don't you like about your job?

How / do / get / your job?

....

What / be / a normal working day like?

....

What / skills / need / to do your job?

....

What / like / about your job?

....



3 Discuss the questions in pairs.

1 Would you like to do Shaimaa's job? Why/Why not?

2 What do you think would be the best things about her job?

3 What do you think would be the worst things about her job?

4 What other questions would you like to ask Shaimaa about her job?



1. ....

I start my day early. We have a meeting at 8 am and we decide which new stories we will put on the news that day. After that, I normally spend a long time on the internet and talk to people on the phone. Then I go out with a camera operator and we do some **interviews** and I write about what I'm going to say.

2. ....

I like meeting different people and finding out more about the world and the things that are happening in it. At first, it was exciting to be on the TV, but it is **normal** for me now!

3. What don't you like about your job?

I don't like the long hours and sometimes we **report** on bad news and that can be very difficult.

4. ....

I studied media and Arabic at university and then I worked for a newspaper for a while. Someone at the newspaper thought that I would be good on TV and told me about a job working in TV news.

5. ....

I think you have to be interested in the world around you and also like meeting lots of different people. You need to be good at listening and writing.

Writing

4 Write an email to ask someone about their job in the media.

1 Choose a job in the media. You can use the jobs in Lesson 1 for some ideas.

2 Think of four questions that you would like to know about that job. Write them in your notebook.

3 Write the questions in an email to someone who does that job.



For more practice, go to the Ministry of Education website.

Review

1 Complete the text with the correct form of the verbs in brackets.

Last week, we [1] decided (decide) to spend the weekend in Sharm El-shiekh. We [2] .... (take) our friend's car. Unfortunately, the car [3] .... (break) down. We [4] ...... (ask) a mechanic from the nearest village to come as soon as possible. He [5] .... (check) the car well. Then, the mechanic [6] .... (decide) to take the car back to the garage. It was [7] .... (pull) all the way to our city!



2 Read the reported sentences. What did the people say?

1. The newsreader said that a new sports centre was opening this weekend.
   "A new sports centre is opening this weekend," said the newsreader.
2. Hassan's mum told me that there would be a lot of rain today. ....
3. The radio presenter said that there were lots of cars waiting on the road. ....
4. The journalist said that two people had got lost in the desert. ....



3 Work in pairs. How many jobs can you remember from this unit? Take it in turns to act a job for your partner to guess.

4 Work in pairs.

Student A: Read news story A. Tell Student B about the story using reported speech and phrases from Lesson 5.

Student B: Read news story B. Tell Student A about the story using reported speech and phrases from Lesson 5.

Apparently, two men who got lost when climbing a mountain have been found.



A NEW NATURE RESERVE

This weekend, a new nature reserve will open on the coast. The reserve will protect many fish, birds and sea animals, including turtles. The nature reserve will be a good place for families to walk and have a picnic. A scientist said, "We hope people will visit to learn more about the environment of our wonderful coast."

B CLIMBERS FOUND!

Two men who got lost when climbing a mountain have been found. The climbers took the wrong path by mistake and then one of them fell and broke his leg. They were on the mountain for four days. A police officer said, "They are tired and hungry but happy to be home."

Unit 12

Lesson 1

Into the future

Reading: A text about future technology; a blog about personal goals; an article about future cities in Africa; a text about driverless cars

Writing: A paragraph about personal goals and ambitions; a short report about a future technology

Listening: A conversation about future predictions; a radio programme about learning in the future; students talking about their goals; talking about a city in the future

Speaking: Making predictions; discussing future ability; discussing personal goals; expressing certainty and uncertainty about the future

Language: *will / won't be able to*

Life Skills: Critical thinking and self-management

Quiz

Find the things in the photos. Who can finish first? Check any new words in a dictionary.

3D printer   cycle lane   electric buses   e-sports players   robotics engineer   tall buildings

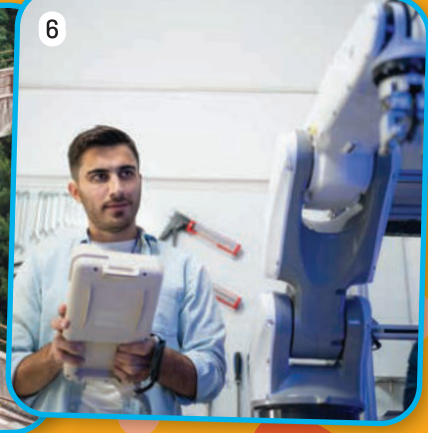
1


2


3


4


5


6


Research

What will the buildings in our cities be like in the future?

Find

Look through the unit. Where could we see robots in the future?

Listening

1 Listen to the conversations and put the news articles in the correct order.

a ☐ ALL ENERGY WILL BE RENEWABLE BY 2050

b ☐ WE WILL NEED 50 PERCENT MORE SCIENTISTS BY 2040

c ☐ The transport of the future is ... bikes!

d ☐


E-sports will become more popular than football by 2030!

2 Listen again. Which two articles are about things that the students think will happen?

1 ☐ 2 ☐



Speaking

3 Work in pairs. Which predictions from Exercise 1 do you think will happen? Say why.

> I think that more people will ride bikes in the future. We won't have as many cars on the road.

Remember!

Use *will/won't* + infinitive without *to* to make predictions with no evidence about the future.

In the future, we **will use** renewable energy.

E-sports are popular, but they **won't be** more popular than football.



Writing

4 Write four predictions for the future using *will/won't.*

By 2100, 95 percent of people will live in tall buildings.



12 Lesson 2

Reading

1 **Discuss this question in pairs. Read the article quickly to check your answers.**

How do you think the new technology in the photos will help us?

2 **Read the article and answer the questions.**

1. Which type of technology will help people to have more or better food? Floating farms
2. Which type of technology will keep people safe and healthy? ....
3. Which two types of technology will produce electricity? ....

3 **Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.**

1. There won't be enough land to grow food on it in the future. ...T...
2. Floating farms will be able to produce their own electricity. ....
3. With the energy shirt, we'll be able to charge equipment at home as we exercise. ....
4. Robot assistants have already helped people in hospitals. ....
5. Robot assistants help keep hospital workers safe ....

4 **Discuss these questions in pairs.**

1. Why is farmland disappearing? Because sea levels are rising.
2. What other things can energy shirts help us do or have?
3. How would you feel if you were helped by a robot in a hospital?

THE TECHNOLOGY OF TOMORROW

Here are three things that could be part of our lives in the future.

Floating farms

One of the biggest problems we will have in the future is how to **feed** the world. As the population grows and sea levels **rise**, we won't be able to grow the food we need on the farmland we have. One **solution** is to build **floating farms** on the sea. The farms will have solar panels so they will be able to produce their own electricity.



Energy shirts

Have you heard of a shirt that can charge your phone? Scientists have made a new fabric that produces electricity as it moves. This means that we'll be able to charge our **devices** as we run or walk outside.



Robot assistants

When we go to hospital in the future, we may see doctors, nurses ... and robots! During the coronavirus pandemic, robot **assistants** worked in hospitals in Rwanda. They checked people's **temperatures**, collected information and even reminded people to wear masks! More importantly, they helped to keep hospital workers safe.



Language

5 Complete the sentences with *will/won't be able to.*

1 There will be lots of challenges in the future, but scientists will be able to find good solutions to some of them.

2 We will have to find new ways to grow food in the future. We .... grow food in the same way.

3 Osama didn't do very well in his exams, so he .... go to university.

4 In the future, I think we .... produce electricity in lots of different ways.

5 Nawal hopes that she .... work as an engineer when she's older.

will/won't be able to

Use *will/won't be able to* to talk about ability in the future.
The farms **will be able to** make their own electricity. We **won't be able to** grow the food we need on the farmland we have.

Listening

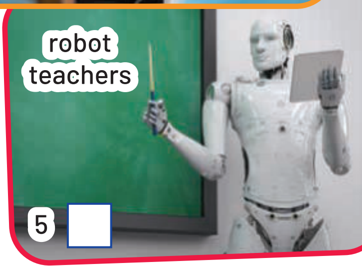
6 Listen to the radio interview. Tick the things that Dr Leila Hamed thinks we will be able to do or have in schools in the future.











7 Listen again and complete the table.

~~do our homework anywhere~~ do projects and presentations lose our homework make our own designs print very large things visit places from the past taste and smell things work with robots

	we will be able to	we won't be able to
online learning	do our homework anywhere	....
3D printers	....	....
virtual reality	....	....
in the classroom	....	....



I think that we'll be able to make 3D models, but I don't think we'll be able to play games in our lessons.

Speaking

8 Discuss this question in pairs.

What do you think we will/won't be able to do at school in the future?



For more practice, go to the Ministry of Education website.

12 Lesson 3

Listening

1 Discuss this question in pairs.

Look at the list of goals. Which would you like to do? Check any new words in a dictionary.

Goals for the future

- work as a volunteer
- improve my **skills**
- join a sports team
- meet new people
- do an online course
- get a **professional qualification**
- get an **internship**
- **set up** my own business

2 Listen to four students discussing their goals. Match each speaker to the photos.

Taha  4 Fatma  Khaled  Malak 

1 

2 

3 

4 

3 Listen to the students again and complete the sentences.

internship	~~professional~~	protect	online course
set up	sports team	university	volunteer

1 Taha's dream is to be a professional sports person. He's in a local ....

2 Fatma is going to go to .... After she finishes it, she's going to get a/an ....

3 Khaled is going to do a/an .... to get some professional qualifications. One day, he would like to .... his own business.

4 Malak would like to help people or help to .... the environment. She's going to work as a ....

Remember!

Use *be going to* to talk about plans that you have made.
When I'm older, I'**m going to** work as a volunteer at weekends.

4 Answer the questions.

1 Which jobs does Taha say he doesn't want to do?
He doesn't want to be a business person or an accountant.

2 Why will Fatma have to work very hard? ....

3 Why does Khaled want to get professional qualifications? ....

4 What does Malak think that working as a volunteer will help her to do? ....

Reading

5 **Read Hussein's blog. Which three things does he want to do in the future?**

6 **Read again and complete the sentences. Check any new words in a dictionary.**

1. When he leaves Preparatory school, Hussein wants to go to a technology school.
2. Hussein would like to become a robotics engineer because ....
3. Technical schools help students with ....
4. Students at technical schools often work in ....
5. The sports that Hussein likes are ....
6. Hussein wants to work as a volunteer because ....

7 **Read the questions and write answers for Hussein.**

1. What's your dream job? My dream job is a robotics engineer.
2. What can you do to get your dream job? ....
3. What are your other goals? ....
4. What can you do to achieve them? ....

My goals for the future

By Hussein

I love maths and science, so when I leave Preparatory school, I'd like to go to a technology school. My dream is to become a robotics engineer. Robotics engineers can create anything from machines for hospitals to robots that go into space.

Technology schools help students with the skills that I will need to work well with this technology, although it won't be easy. You need to pass a test to get into a technical school. Students who are successful often work in factories and businesses to get experience, and often get jobs there when they leave school.

Sport is also a big part of my life. I like playing handball and football, but my favourite sport is running. I'm in a local team and we usually run 10 kilometres per day, but we're going to **train** to run longer **distances**. I'd love to do the Egyptian **marathon** when I'm old enough.

Finally, I want to do something to help other people. When I'm older, I'm going to work as a volunteer at weekends. There is a children's hospital near my apartment. Volunteers go to the hospital to read to the children and play games with them. I think that would be a great thing to do, so I'm going to ask how I can help.

Speaking

8 **Work in pairs. Ask and answer the questions in Exercise 7 about your goals and ambitions.**

What's your dream job?



What can you do to get your dream job?

Life Skills

It is important to have goals and ambitions. What goals can you set at home and at school? How can setting goals help you to succeed?

Writing

9 **Write a paragraph about your goals and ambitions for the future in your notebook.**

For more practice, go to the Ministry of Education website.

12 Lesson 4

Reading

1 Look at the photos and read the article quickly. Which cities will have the following?

1. universities New Administrative Capital, Diamniadio Lake City
2. renewable energy ....
3. good public transport ....
4. cycle lanes ....
5. modern houses ....
6. sports stadiums ....

2 Read the article again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1. There will be twice as many people in Africa in 2050. T
2. The New Administrative Capital will have modern transport. ....
3. The New Administrative Capital will have more pollution. ....
4. It won't be possible to travel from Diamniadio Lake City to Dakar by public transport. ....
5. The buildings in Green City Kigali will use renewable energy and water from the rain. ....
6. People won't be able to walk around Green City Kigali very easily. ....

Speaking

3 Discuss these questions in pairs.

Which of the things in Exercise 1 do you think are most important in a future city? Why?



Our cities of the future

Africa's population is growing quickly. Experts believe that by 2050, there will be twice as many people in Africa as there are today. Many African countries are planning exciting new cities, where people can live, work and study. What will these cities of the future be like?



New Administrative Capital

My country is planning for a new administrative capital in the desert, east of Cairo. The New Administrative Capital is going to have modern universities, offices and hotels. There will be a **monorail** passing through the business **districts**. Electric trains will link the city to other cities around Egypt. The city is designed to work with smart technology. Roofs will be covered in solar panels. The shops will be **cashless**, and they will have more green spaces to walk round in the city. Dalia, 15, Egypt



Diamniadio Lake City

My country is planning an amazing new city: Diamniadio Lake City. It will have modern apartments, offices, hotels, shopping centres and sports stadiums. There will be schools and universities. A new train will connect the new city with our capital city, Dakar, so people will be able to travel between the cities easily.

Oumar, 16, Senegal



The Green City Kigali

I live in the capital city of Rwanda, Kigali. It's a beautiful city and a lot of people come here to live. Now, there is a plan to create a new part of the city: Green City Kigali. The buildings will use renewable energy and reuse rainwater. There will be cycle lanes and good public transport, but it will also be easy to walk around the city. I think there will be lots of cities like this in Africa one day.

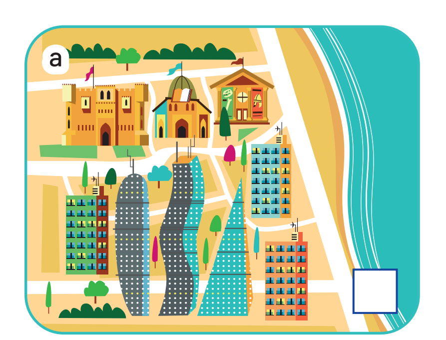
Alice, 15, Rwanda

For more practice, go to the Ministry of Education website.

Video

Listening

1 Listen to Huda and Amal. Which map matches Huda's ideas?







2 Listen again and number the phrases in the order that you hear them.

a ☐ I don't think so.
b ☐ I'm sure that …
c ☐ I'm not sure.
d ☐ I think that's very likely.
e ☐ Perhaps there will be …
f ☐ There might be …
g ☐ 1 There will definitely be …
h ☐ There will probably be …

3 Look at the phrases from Exercise 2 again and discuss the questions in pairs.

1 Which are positive and which are negative?
2 Which phrase shows that you are sure about something in the future?
3 Which phrases show that you are not sure?

4 Read the sentences below. How strongly do you agree? Use expressions from Exercise 2.



1 There will be more people in the city in 2050. I'm not sure.
2 There will be smart apartments in the centre of the city. ....
3 There will be more shops and restaurants. ....
4 There will be more tall buildings. ....
5 The city will look completely different. ....
6 There will be a lot of pollution. ....

What do you think our city will be like in 2050?

I think there will definitely be more tall buildings.

Speaking

5 What do you think your city will be like in 2050? Ask and answer questions in pairs, using the expressions from Exercise 2.



For more practice, go to the Ministry of Education website.



Reading

1 Read the text and match to make sentences. Check any new words in a dictionary.

A technology that will change our lives *By Munir Osman*

1 In future, driverless cars will change all of our lives. We will be able to travel anywhere without touching the **controls** or even looking at the road! Driverless cars will also be better for the environment because they will be electric.

2 However, there are still some problems. Car companies will have to do lots of testing to make sure that the cars are completely safe. We will also have to make new **laws** and we might even have to change some of our road signs so that the cars' computers can read them.

3 So when will we be able to travel in driverless cars? Some experts believe that we will have to wait until 2030 at the earliest. Others think that driverless cars will be here much sooner, but we may still need people at the controls to begin with.

4 It's impossible to know who is correct, but we can be sure of one thing: driverless cars will be part of our future. I'm looking forward to taking my first journey in one.

1 [c] Driverless cars will be better for the environment
2 [ ] To make sure the cars are completely safe,
3 [ ] We might have to change some of our road signs
4 [ ] Some experts think that
5 [ ] People may still need to be at the controls of the car

a driverless cars will be ready in 2030.
b to make sure computers can read them.
c because they will be electric.
d to begin with.
e car companies will have to do a lot of testing.

2 Read the text again. Write the number of the paragraph that answers the questions. Then ask and answer the questions in pairs.

1 [3] When will driverless cars be on our roads?
2 [ ] How will driverless cars improve our lives?
3 [ ] How does the writer feel about driverless cars?
4 [ ] What problems do we still need solutions for?



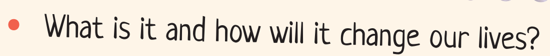
How will driverless cars improve our lives?

Driverless car will be easier and better for the environment.

Writing



3 Choose a future technology that will affect our lives. Research and make notes about it using these ideas.



- What is it and how will it change our lives?
- What are the possible problems?
- When will the technology be ready?
- How do you feel about the technology?

4 Write a short report of around 100 words about a future technology in your notebook.

For more practice, go to the Ministry of Education website.



Review

1 Complete the sentences.

3D printer	~~cycle lanes~~	controls	internship	reuse	robotics engineer

1. All cities should have cycle lanes so it is safer to go by bike.
2. A/An .... is useful for printing complex designs.
3. A person who designs robots is called a/an ....
4. You can drive a car using the ....
5. Many young people take a/an .... in a business to learn about the job.
6. Don't throw this bottle away, we can .... it.



2 Read and complete the texts with *will/won't be able to.*

In the future, I think there will be new types of transport so that we [1] will be able to travel everywhere faster. This means we [2] .... save time and do more things in a day. **Magda**

It's important to help protect the environment, but we [3] .... get all of our energy from solar farms and wind turbines for many years. We will need to build more of them. We will also need more cycle lanes in cities so people [4] .... travel without using energy at all. **Fares**

I'm sure that in the future, we [5] .... send more spacecraft into space. But the planets in our solar system are too far away for people to travel to, so astronauts [6] .... visit them. **Nasser**

3 Work in pairs. Choose a topic from below. Tell your partner your predictions about the future.

cities **our homes** **the environment** **space** **transport**

I think our cities will be bigger, but they won't have as much traffic. We'll be able to walk round them easily.

4 Write five predictions about the future using your ideas from Exercise 3.





Project

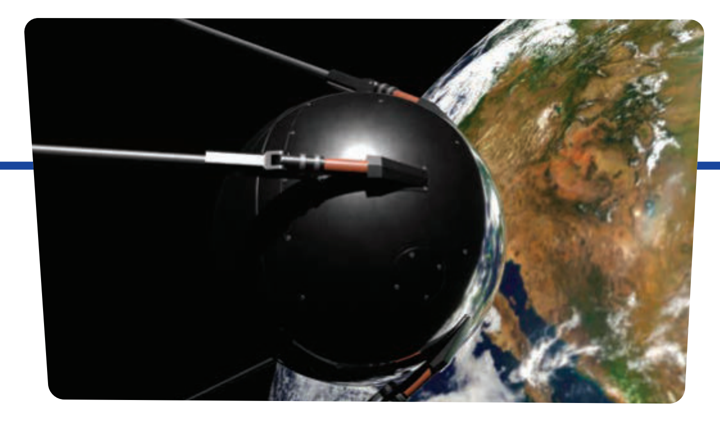
Design your own city of the future.

1. Work in small groups and decide what it is going to have.
2. Draw and label a map of the city.
3. Write a description.

For more practice, go to the Ministry of Education website.

Review D

Lesson 1



Listening

1 Listen to the radio programme. What was Sputnik 1 doing as it was orbiting the Earth?

2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false sentences.

1 The first satellite was called Sputnik 1 and it was launched in 1967.
F, it was launched in 1957.

2 Sputnik 1 was smaller than a football. ....

3 It orbited the Earth every 96 minutes. ....

4 No satellite had orbited the Earth before 1957. ....

5 The Americans had thought their country would be the first to launch a satellite. ....

6 Russia has sent over 11,000 satellites into space since 1957. ....

Speaking

3 Discuss these questions in pairs.

1 What are satellites used for today? Give as many examples as possible.

2 In what ways do satellites affect your life?

3 Do you think there are too many satellites in space? Why/Why not?

Reading

4 Read the newspaper article quickly. How many buildings were damaged in 2018?

5 Read the article again. Complete the sentences in reported speech.

1 Mr Muller said that
he had seen the water going down their big, wide street.

2 He said that he ....

3 Mrs Werner said that the ....

4 She said that they ....

5 Mr Wagner said that the weather ....

6 He said that they ....

CITY CENTRE FLOODS

Hundreds of people in a city in Germany were surprised to see flood water running through the streets of their neighbourhood last night. Heavy rains flooded this part of the city in less than an hour. Many people had to leave their homes and 15 people were taken to hospital.

Mr Muller, a local businessman, said, "I saw the water going down our big, wide street. I was very frightened." Mrs Werner, who also lives in the neighbourhood, said, "The floods have damaged our beautiful home and our business. We don't know what we'll do." This flood wasn't the only one to hit the area in recent years. In 2018, a flood damaged over 1,000 buildings. Mr Wagner, who owns the local bakery, said, "The weather is getting worse. We've seen floods on the TV, but now we have them here!"



Reading

1 **Read the blog. Which jobs does the writer think robots will do for us in the future?**

2 **Read the blog again. Complete the sentences with *will* or *won't be able to*.**

1 People like you or me will be able to go into space.

2 Robots .... think for themselves.

3 Robot journalists .... write sports reviews and newspaper articles.

4 Robot doctors .... to do everything.

5 We .... stop robots from being a big part of our lives in the future.





In the next ten to 20 years, life will be very different compared to life today. Our cities, the way we study and the way we work will all be different. People like you or me will be able to go into space, but the biggest change will be at work. Soon, robots will be able to do most of the jobs.

Robots can already think for themselves. With the right computer programmes, robots journalists will be able to write sports reviews and newspaper articles. Robots will fly our planes and drive our cars. Robot doctors will soon replace human doctors. You will describe your illness to your robot doctor, which will then be able to look at people with the same illness, and choose the best medicine for you. Robot doctors won't be able to do everything. They just have to be better than human doctors. We won't be able to stop robots from being a big part of our lives in the future.

Speaking

3 **Discuss the blog and anything more you know about robots with a partner. Use some of the expressions below.**

Apparently ...
Have you heard / Did you know that ...?
According to the blog ...
I read that ...



I read that robots will do most of our jobs in the future.



New Administrative Capital

Writing

4 **Choose one of the new African cities you learned about in Unit 12. Write a short blog about it.**

New Administrative Capital   Diamniadio Lake City   The Green City Kigali

- Say why the new city is needed.
- Describe what the people who live there will be able to do.
- Say why you would like to live there.




For more practice, go to the Ministry of Education website.

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Farouk for p10; Mahmoud Batran for p11 1; Dina Galal for p11 3; Nyo09 for p11 4 Giovanni Zacchini for p11 5 Petr Malyshev for p12 1 and p20 kettle; SPhoto for p12 2; Ruslan Ivantsov for p12 3; MDGRPHCS for p12 3,000LE laptop; Tatiana Popova for p12 7,000LE laptop; Sorbis for p13 electronics shop; fotoslaz for p13 a; Balu for p13 b; Maksym Bondarchuk for p13 c and p14 headphones; Imre Forgo for p13 tv with speakers; Niks Evaldsfor p14 smart speaker; OleksandrDelyk for p14 microwave; ifong for p14 and p8 laptop; Krakenimages.com for p16 p8 and p5 girl 1; hemro for p18 a; Tom Black Dragon for p18 b; Zzvet for p18 c; Svitlana Belinska for p18 d; Rido for p19 woman; George Dolgikh for p20 coffee machine; pixfly for p21 1; Song_about_summer for p21 2; ducu59us for p21 3; arslaan for p21 4 and p8 speaker; eggeegg for p21 5 AlexLMX for p21 6 Olga Vasilyeva for p22 1; Monkey Business Images for p22 2, p9 Haytham, p5, p106 Nader and p108 Juanan Barros Morenofor p22 3; Rawpixel.com for p22 6 and p101 4 Ayoub kayor for p23 3; Edler von Rabenstein for p23 4 AntonIvanov for p24 village; Vector Tradition for p24 newspaper; tools12 for p24 and p37 couple; Decent Life Initiative; keem ahmed for p25 Emagnetic for p26 noticeboard; Atstock Productions for p26 meeting; Terelyuk for p26 radio host; Bert Flint for p27 graffiti; Bezuglova Evgeniia for p27 woman; AVN Photo Lab for p28 9 background; David Peter Robinson for p28 houses; Thomas Bethge for p28 books ; Africa Studio for p31 and p6 boy and p56 Cat Downie for p32; MaryMistan for p34 horse riding; Dane Gillett for p34 snorkelling; Vlad Teodor for p34 plane; Christian Bertrand for p34 been to a football; AnaWhite for p34 instrument; Dmytro Zinkevychfor p34 orphanage; muratart for p36 plane; fizkes for p19 man, p36 Talia and Grandmother, p109 excited woman and video calling and p115 anxious teen; lmascaretti for p38 village; Lara Ezhkova for p38 Azza; OSTILL is Franck Camhi for p38 Wael; HKo for p39 Salma; Sean Xu for p0 forest; Holger Kleine for p0 raft; Chemari for p2 Munir; waldru for p3; abriendomundo for p4a ; Flamingo Images for p4c ; Rocketclips, Inc. for p4d; Dragon Images for p4e and p8; SeventyFour for p4f ; antoniodiaz for p4g; dotshock for p4h; Santiago Cornejo for p5 andreyl_ for p6 train; nikkytok for p8 trophy; Daniel M Ernst for p8 Judy and Ava; RemarkEliza for p8 guitar; BestPhotoPlus for p5 girl 2; C-You for p3 tennis; Antonio Guillem for p2; Syda Productions for p5 3; Lordn for p4 Luis Molinero for p5 LightField Studios for p5 boys and p8 instaphotos for p5 girl; guteksk7 for p5 phone ; NuSiKo for p5 app; Martin Novak for p6 girls; MrWinn for p6 boy; Max Ksenofontov for p7 chess; Flotsam for p7 girls; G-Stock Studio for p9; Sergey Nivens for p0 mindfulness; Epic-StockMedia for p0 girl; Pheelings media for p6 girls; belyaev.photo for p2 Dalia; Roman Samborsky for p2 boy; Photographee.eu for p2 girls; 6 LOZA 61 for p4 wheelchair; Kapustin Igor for p4 maths; Kamira for p6 Oxford; Watchares Hansawek for p70; sandyman for p71; Fotokon for p72 aquarium; SunShine for p73; Art Konovalov for p74 bus ; freedom100m for p74 timetable; Denis Belitsky for p75 valley; Javen for p75 Sydney; Ryzhkov Oleksandr for p76 pool ; Orhan Cam for p76 museum; Nawalescape for p77; Popova Valeriya for p79 kitchen; zhu difeng for p0 sale; Lefteris Papaulakis for p2 statue; Khaled ElAdawy for p2 pot ; Hurst Photo for p4 microwave; StoryTime Studio for p8 Karim; Olesia Bilkei for p8 Huda and Lama; ALesik for p8 and p96 handball; Marwa Elsayed for p9 ticket; Peter is Shaw 1991 for p9 factory; nde fender for p90; FTiare for p92 1; Tanasan Sungkaew for p92 2; FernandaReyes for p92 3; Tatiana Chekryzhova for p92 4 CoolPhotoGirl for p94 kettle; Creativesam for p94 boys ; Skycolors for p95 plane; Elnur for p95 ironing; Rob Marmion for p96 couple; Oksana Klymenko for p96 painting; Sven Hansche for p97 Athens; Ingrid Prats for p97 fish; Simol1407 for p98 kayak; fran_kie for p98 fishing boat; Galinka for p99 Karim; Alexandre Rotenberg for p99 windsurfers; Vitalij Terescsuk for p100 Manchester; Ebtikar for p23 2 and p100 Tarek; rSnapshotPhotos for p100 baby; Olga Danylenko for p101 1; northallertonman for p101 2; AndreyPopov for p101 3; Odua Images for p101 piano playing; zhangyuqiu for p102 bridge; Poznyakov for p102 violin playing; Homo Cosmicos for p103 village; Savvapanf Photo for p104 plane; Oleg Znamenskiy for p104 pyramids; lazyllama for p105 Olympic flag; Zholobov Vadim for p106 volunteering; New Africa for p110 boy; Evgeniy Kalinovskiy for p110 girl; Daolauong Kamkhom for p111 waterfall; Free Belarus for p111 yacht; Daisy Daisy for p112 mindfulness; Bachkova Natalia for p112 bird; Nate Hovee for p113 Canada; Marian Fil for p113 Mazin and Mother; Mohamed Elkhamisy for p114 AlessandroBiascioli for p115 three girls; Kongsak for p116 lunch; Jessika Knaupe for p116 Australia; MikeDotta for p117 Cairo Airport; jeff gynane for p117 cave

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